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ABSTRACT

The discussion in this hearing, centering on extension of the appropriations under the Vocational Education Act of 1963, focuses on the National Occupational Information Coordinating Committee and the State Occupational Information Coordinating Committees. Testimony includes statements and prepared statements, letters, and supplemental materials from five individuals representing the Maine Occupational Information Coordinating Committee; the National Occupational Information Coordinating Committee; the Alabama Occupational Information Coordinating Committee; National Governors' Association, Office of Research and Development; and Massachusetts State Employment and Training Council, Department of Manpower Development. (YLB)

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HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 18: Occupational Information

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

NINETY-SEVENTH CONGRESS

SECOND SESSION

ON

H.R. 66

TO EXTEND THE AUTHORIZATION OF APPROPRIATIONS UNDER THE VOCATIONAL EDUCATIONAL ACT OF 1963

HEARING HELD IN WASHINGTON, D.C., ON AUGUST 3, 1982

Printed for the use of the Committee on Education and Labor

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HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 18: Occupational Information

TUESDAY, AUGUST 3, 1982

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 9 a.m., in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Members present: Representatives Perkins, Kildee, Goodling, and Petri.

Staff present: John F. Jennings, counsel; Nancy Kober, legislative specialist; and Richard DiEugenio, minority legislative assistant.

Chairman PERKINS. The Subcommittee on Elementary, Secondary, and Vocational Education is continuing hearings this morning on the reauthorization of the Vocational Education Act. Today we will be focusing on the National Occupational Information Coordinating Committee and the State occupational information coordinating committees.

The 1976 amendments to the Vocational Education Act created the National Occupational Information Coordinating Committee, including representatives of the Department of Education and Department of Labor. The committee is charged with (1) improving coordination between vocational education programs and programs under the Comprehensive Employment and Training Act, as regards program and employment data, (2) developing and implementing a standard occupational information system to meet the needs of both vocational education and employment and training programs, at the Federal, State, and local level, and (3) assisting the State occupational information coordinating committees.

The legislation also required each State to set up its own occupational information coordinating committee involving education and labor representation. The State committees are charged with implementing a State occupational information system to meet the planning and operation needs of both vocational education and CETA programs.

All these requirements were enacted in 1976 in order to encourage local vocational education programs to offer job skills which

are more closely related to those currently in demand. The objective of our hearing today is to explore the degree to which this has occurred.

We will hear from you first, Mr. Flanders. Identify yourself for the record and proceed.

STATEMENT OF RUSSELL B. FLANDERS, EXECUTIVE DIRECTOR, NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Mr. FLANDERS. Mr. Chairman, members of the committee, I am Russell B. Flanders, executive director of the National Occupational Information Coordinating Committee. I thank you for the opportunity to address the committee concerning the accomplishments of NOICC and the State occupational information coordinating committees.

My comments will focus on our mandate under the Education Amendments of 1976, and I will also mention our accomplishments under the CETA amendments of 1978, which called upon NOICC to give special attention to the labor market information needs of youth.

Let me note that both the House and Senate proposals to replace CETA include activities for the NOICC/SOICC network.

I would like to begin with a general comment. At the first conference of SOICC directors in 1978 I stated that the NOICC/SOICC program is an experiment in government. The education amendments created a network of interagency committees, a structure unique in the government setting. It brings together representatives from a diverse set of agencies, each with their own program responsibilities, to focus on a common goal, the development and use of occupational information. It encourages coordination and communication. A modest level of resources is provided as an incentive to accomplish this goal. I believe that the experiment has worked. My review of our accomplishments provides the evidence for this belief. Further details may be found in my written submittal, and in the NOICC January reports which I can make available to this committee.

The first major accomplishment of the NOICC/SOICC network was the actual creation of NOICC and of SOICCs in each of the States, the District of Columbia, and the territories. Interagency agreements among the member agencies were signed, administrative arrangements made, and staff hired. In many States additional agencies were invited to join the SOICC, especially economic development agencies.

These 57 committees and their staffs and the national committee and its staff form a nationwide network dedicated to the improvement and delivery of occupational information. The NOICC/SOICC structure has brought about communication and coordination among the agencies. The intangible results are the relationships built, the mutual understanding achieved between data producers and users, and the discovery of common interests and opportunities for joint efforts.

Among the more tangible evidence of communication and coordination is the provision of training materials and support to voca-

tional education. For example, at the invitation of the Office of Vocational and Adult Education, NOICC staff prepared and conducted a session for State vocational education staff on using occupational data in program planning.

Workshops and training events have been held in nearly every State and at the Federal level, increasing the awareness among users of the available information and its uses and increasing understanding among data producers of users' needs.

NOICC has established the concept of an occupational information system and determined its contents. The concept calls for a common data base from which information is prepared and delivered to two types of users, planners of education and training programs and career counselors, and individuals making career choices. I add here that this has been done with the utmost cooperation of the member agencies and their staffs both at the Federal and State levels.

Building on this concept NOICC has provided technical assistance. NOICC issued the Occupational Information System Handbook as a technical guide to preparing supply/demand information and trained over 200 State agency and SOICC staff in its use. The handbook provides for the first time in a single publication description of occupational data sources and specific methods for preparing supply and demand information.

NOICC has provided standard relationships between education program categories and occupational classification, thus allowing supply and demand data to be related to one another.

NOICC provides direct technical assistance to States, currently including assistance to eight States in adopting computer-based planning information systems developed in other States.

In cooperation with its member agencies, NOICC has sponsored special projects to improve existing data programs.

Let me highlight some State efforts. My colleagues from Alabama and Maine will review the accomplishments in their States.

Forty-five SOICC's have formed technical advisory groups composed of data producers and users. These groups have taken an active role in the development of the information systems helping to insure that the results are accepted by the users and accurate in their content. Supply/demand products have been produced in about 40 States to date, compared to about 20 States in fiscal year 1979. These reports show data on completers of training programs and on employment and job openings in the related occupations. They are provided regularly to vocational education planners, CETA, economic development agencies, vocational rehabilitation counselors, among others.

Among the most important developments is the growing evidence that occupational data are being used in the program, in the program planning process.

Let me cite one example. The Ohio SOICC prepares a special supply/demand analysis for Rockwell International Corp. to identify the skill areas and requirements for special training needs to meet Rockwell's production targets for the B–1 bomber.

The Ohio Division of Vocational Education and the Ohio Department of Economic and Community Development are committed to

provide customized training programs to meet these skilled labor needs.

Statewide career information delivery systems are now in operation or being developed in 38 States under SOICC sponsorship in 27 cases. These systems provide for career exploration and information on job duties, earnings, sources of training, financial aid, job outlook, and other items in nearly 10,000 user sites nationwide.

NOICC is working with the Department of Defense to include information on military careers and training opportunities in these systems.

NOICC has used most of the funds for basic assistance to SOICC's, providing for core staff and for coordination and complementation of the occupational information system. Additional funds have been provided to States through grants for career information delivery systems and special projects.

In the last 2 years between 86 and 87 percent of NOICC funds went to States.

Various State and local agencies have provided supplementary funding or in-kind contributions to SOICC's, and in fiscal year 1981 contributions to SOICC's for career systems totaled $3.6 million, with CETA, user fees, and vocational education being the largest contributors. SOICC's have been active in marshaling resources for occupational information over and above NOICC funds and the labor market information funds from the Department of Labor. This extra support totaled $3.3 million in fiscal year 1981 and was used for systems development, research, user training, and for the occupational employment statistics program. These contributions demonstrate the support of these agencies and the concepts and objectives of the SOICC's.

In conclusion, let me stress that the implementation of the mandates with which NOICC and SOICC are charged has been and continues to be a developmental process. Much has been accomplished. Much remains to be done. Supply/demand data must be provided in all States. Existing systems must be maintained and updated. Communication and coordination among information users and producers must continue, especially in this era of limited resources. Training of information users should be continued and expanded, and the basic data sources must be maintained and major data gaps filled, especially the provision of information at the sub-State level.

NOICC and SOICC look forward to working with their member agencies to accomplish these goals and improve the information provided to the Nation's education and training system and to individuals making career decisions.

I will be pleased to address any questions you may have, and with your permission, I may ask my State colleagues to assist me with the answering of some questions. I can also provide the committee with NOICC's latest annual report within a few days, if they desire.

Chairman PERKINS. Thank you very much for a good statement.

[The prepared statement of Russell Flanders follows:]

PREPARED STATEMENT OF RUSSELL B. FLANDERS, EXECUTIVE DIRECTOR, NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Summary of Major NOICC/SOICC Accomplishments

This statement summarizes the major accomplishments of the National Occupational Information Coordinating Committee (NOICC) and its counterpart State Occupational Information Coordinating Committees(SOICCs). The NOICC/SOICC network was established in Sec. 161(b) of the Education Amendments of 1976. These amendments charged NOICC with three major mandates:

- to improve communication and coordination among occupational data producers and users;
- to develop and implement a national, State and local occupational information system to meet the common occupational information needs of the administrators and planners of vocational education and employment and training programs, which shall include data on occupational demand and supply based on uniform definitions, standard estimating procedures, and standard occupational classifications; and
- to assist State occupational information coordinating committees.

In addition, Sec. 315(a) of the CETA Amendments of 1978 called upon NOICC to

- give special attention to the labor market information needs of youth.

Both the House and Senate proposals to replace CETA include activities for the NOICC/SOICC network.

Establishing the Network

The first major accomplishment was the actual creation of NOICC and of SOICC's in each of the States, the District of Columbia, American Samoa, Guam, Northern Mariana Islands, Puerto Rico, Pacific Trust Territory, and the Virgin Islands.

At the National level, an Interagency Agreement outlining agency responsibilities and NOICC functions was developed pursuant to the Vocational Education Act as amended, and signed in January 1978 by NOICC's statutory members: the Commissioner of Education, the Administrator of the National Center for Education Statistics, the Commissioner of Labor Statistics, and the Assistant Secretary for Employment and Training.

Administrative arrangements were made, including creation of a Technical Steering Group comprised of a representative of each statutory member, to whom authority is delegated for approval of plans and expenditures and establishing policy. The permanent staff was established during 1979.

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At the State level, interagency agreements were signed by the member agencies, including vocational education, vocational rehabilitation, employment security, and the State employment and training council. In many States, additional agencies, especially economic development agencies, were invited to join the SOICC. The first SOICC staff were hired in the summer 1978; the last in summer 1980. The 57 committees and their staffs, along with the national committee and its staff, form a nationwide network dedicated to the improvement and delivery of occupational information.

Communication and Coordination.

The unique and critical feature of the NOICC/SOICC network is its interagency nature. The network is a structure which brings together representatives from various agencies, each with their own major program responsibilities, to focus on a common goal--the development and use of occupational information.

As intended by the legislation, this structure has brought about communication and coordination among these member agencies. The results are both tangible and intangible. The intangibles are the relationships built, the mutual understanding achieved between data producers and users, and the discovery of common interests and opportunities for joint efforts.

Among the more tangible evidence of communication and coordination is NOICC's provision of training materials and support to vocational education. At the invitation of the Office of Vocational and Adult Education, NOICC staff prepared and conducted a session on using occupational data in vocational education program planning. This session was part of the three regional workshops on State Plans conducted in the fall of 1981. Other examples of the more tangible evidence of communication and coordination include:

- newsletters produced by 39 SOICCs and circulated to users and producers of occupational information,

- seminars, workshops and training events in nearly every State, increasing the awareness among users of the available information and how it can be used, and increasing understanding among data producers of users' needs,

- a symposium series to provide Federal staff with information and training in occupational information developments,

- cooperation among Federal agencies in projects to improve occupational information and its use, such as the involvement through NOICC of the Employment and Training Administration and the Department of Defense in a project to train counselors in the availability and use of existing labor market information in career decisionmaking, and

- involvement of SOICCs in Oregon, Texas and other States in projects conducted by Private Industry Councils established under CETA, thereby reducing duplication of effort in production of labor market information for CETA purposes.

The most important result of communication and coordination efforts has been the increased awareness among users and producers of occupational information and of each other's needs and resources. This awareness is the foundation upon which the development of the occupational information system is built.

Occupational Information System Development

In developing the occupational information system (OIS), different roles have been carried out at the national and State levels. In general, the national role has been to establish the concept and guidelines for the system and to provide technical assistance, while the actual implementation has been carried out at the State level. This allows State and local data users and producers to be involved in the design and production of information systems in their States. This division of national and State roles allows the information to be geared to the specific needs of users at the level where most planning decisions are made--the State and local levels --while providing guidance, assistance and standardization of basic data at the national level.

The development process began with the establishment of basic NOICC policies. A policy statement was issued in the FEDERAL REGISTER in July 1978 (updated in December 1979); significant items included:

- adoption of certain existing data production programs, concepts and classification systems as standards for use in the system, and

- a statement that NOICC would not be a primary data collection program.

With the assistance of the SOICCs, NOICC established the concept of an OIS and determined its content in a 1979 publication, A Framework for Developing an OIS. The concept calls for a common data base from which information would be prepared and delivered to the two types of users identified in the legislation: (1) planners of education and training programs, and (2) career counselors and individuals making career choices. The data base is organized into four components: demand data, supply data, data on occupational characteristics, and complementary information on economic and demographic conditions. In preparation and delivery of information, NOICC places heavy emphasis on inclusion of characteristics information, such as wages, working conditions, licensing and training requirements. Accurate interpretation and use of supply/demand data cannot be made without consideration of such factors.

Building on this concept, NOICC has conducted a major technical assistance effort, including the following projects:

- preparation of the OIS Handbook as a technical guide for preparing supply/demand information, and training over 200 State agency and SOICC staff in its use. The Handbook provides, for the first time,

identification and description of available occupational data sources in a single volume, and specific methods for assembling and analyzing supply and demand information,

- through the publication, Vocational Preparation and Occupations, identifying the relationship between education program categories and occupational classifications, thus allowing supply and demand data to be related to one another. The most recent edition relates the new Classification of Instructional Programs to occupations, and was developed with extensive involvement of Federal and State education and labor agency staff,

- conducting training of SOICC staff and providing materials for use in training events at the State and local levels, and

- providing direct technical assistance to States in implementing computerized career information delivery systems and systems for delivery of information to planners. The most recent effort is assistance to 8 States in adopting computer-based planning information systems developed in other States.

In cooperation with its member agencies, NOICC has sponsored special projects to improve existing data programs, including:

- funding the Bureau of Labor Statistics to develop computer software for use by the States in generating projections of future occupational employment needs and job openings,

- projects for development of occupational employment data for substate areas, and for the agricultural sector,

- a joint study with the National Center for Education Statistics to identify the extent of overlap and undercounting in data on program enrollments and completers collected through Federal data systems, and

- efforts with Federal and State agencies to develop and encourage the use of the Standard Occupational Classification and the Classification of Instructional Programs, resulting in greater standardization of career and planning information.

State Activities in OIS Implementation

The actual implementation of the OIS is taking place at the State level. Some highlights of State efforts are reviewed below.

Much of the initial effort in the States has been to identify the existing data sources, and organize the data base. These data have been analyzed with respect to four data issues identified in the OIS Handbook: classification issues, geographic coverage, time period coverage, and measurement issues. SOICCs have also identified data gaps and weaknesses in their

States and are working with their agencies to address these problems. For example, in some States, a major problem is the lack of occupational employment data and projections for substate areas, and in a few cases for the State as a whole. SOICCs provided about $275,000 in FY 1981 to the employment security agencies for production of such data.

In delivery of information to planners, 45 SOICCs have formed technical advisory groups composed of data producers and data users. These groups have taken an active role in the design, development and implementation of the system in their respective States, helping to insure that the results are both accepted by the users and accurate in their technical content. In addition, formal studies to identify user needs were conducted in 39 States.

Two major types of delivery systems for planning information have been developed:

- publication-producing systems which provide manually or computer-produced reports presenting supply and demand information in a format useful for planners, in about 40 States, and

- interactive computer delivery systems, now operating in 2 States (Maine, Alaska) and being adopted in at least 6 additional States.

In both types of systems, information is provided on demand, supply and occupational characteristics. The single most important information product these systems deliver for planning is the supply/demand analysis. This analysis presents data on completers of institutional training programs--vocational education, CETA, etc.--and on employment and job openings in the occupations related to the training programs. Such supply/demand data have been produced in about 40 States to date, compared to about 20 States in FY 1979. These reports are provided regularly to vocational education planners, CETA agencies and economic development agencies, as well as to vocational rehabilitation and employment service agencies, counselors, private industry, and labor organizations.

While not all States have prepared a supply/demand analysis, some information is available in every State. Estimates and projections of occupational employment are presently available in all States. In addition, most States have data on completers of vocational education, higher education and CETA programs.

Among the most important developments in recent years is the growing evidence that occupational data are being used in program planning. Let me cite some examples:

- A study conducted by the Executive Department of the States of Oregon reported that "Most State agencies are aware of and appear to the using the Occupational Program Planning System in servicing their clients." This system is operated by the SOICC network.

Also in Oregon, the State Department of Education requires that community college program plans "provide specific occupational data including need/demand projections for 3 to 5 years." The planners are refered to the SOICC system to obtain information and assistance.

- The first formal supply/demand report for Nevada, issued in February 1982, is being used to identify new program areas. For example, new programs have been established in vocational home economics in response to the needs of the service industries, and Community Colleges in northeastern Nevada are developing mining technology programs as a result of the report's indications of future need for mining technologists. The use of such data for planning is strongly supported at the State level in Nevada. May I quote Governor Robert List:

  > "We can no longer afford the luxury of managing by guesses, by hunches, and by half-truths. We must have data as complete and as accurate as though our future depended on it; for indeed it does. The people who brought SOICC into being realized this."

- The supply/demand analyses prepared through the Ohio SOICC are used in human resource planning for economic development projects as well as for local vocational education planning. A recent example is the special supply/demand analysis prepared for Rockwell International Corporation to identify the skill areas and magnitudes of human resource requirements where special training intervention would likely be needed to meet Rockwell's production targets for the B-1 bomber. The Ohio Division of Vocational Education and the Ohio Department of Economic and Community Development are committed to provide customized training programs to meet these skilled labor needs.

In the delivery career information, NOICC has provided incentive grants and technical assistance to 21 States for implementation of statewide computerized systems. An additional 9 States have or are implementing systems without such an incentive grant. This program expands upon an effort sponsored by the Department of Labor, through which systems were implemented in 9 States (one of the 9 is no longer operating). All together, statewide career information systems are now operating or being developed in 38 States, under SOICC auspices or sponsorship in 27 cases. These systems provide career exploration and information on job duties, earnings, sources of training, financial aid, job outlook, and other items in nearly 10,000 user sites nationwide. Typical sites are secondary and postsecondary schools, job service offices, CETA programs, libraries and correctional institutions.

NOICC is presently working with the Department of Defense to incorporate information on military careers and training opportunities into these systems. Also, NOICC and the SOICCs are working with the Job Corps to install career information delivery systems at Job Corp centers.

Use of Funding

The original language of the Education Amendments of 1976 directed the transfer of not less than 3 million nor more than 5 million dollars to NOICC from Vocational Education funds. The CETA Amendments of 1978 directed a similar transfer from the Department of Labor. NOICC has received smaller amounts from other sources for use in special projects. NOICC funding is summarized in the Table 1.

NOICC has provided the bulk of its funds to the SOICCs through basic assistance grants to support core SOICC staff, and to carry out coordination and implement the occupational information system. Additional funds have been provided to States through grants for career information delivery systems and special projects. In FY 1981 and FY 1982, between 86% and 87% of NOICC funds went to States, compared to 81% in FY 1980.

Various State and local agencies have provided supplementary funding or in-kind contributions to SOICCs. These are usually to support specific activities, most often the career information delivery system program, in which NOICC required matching funds in States receiving NOICC incentive grants. In FY 1981, contributions to SOICCs for career systems totaled $3.6 million in 21 States, with CETA, user fees, and vocational education being the largest contributors. In addition, SOICCs have been active in marshalling resources for occupational information over and above NOICC funds and the labor market information funds provided by the Department of Labor. This extra support totaled about $3.3 million in FY 1981, which was used for system development, research, user training and support for the Occupational Employment Statistics program. These contributions demonstrate the support of these agencies for the concept and objectives of the SOICC.

The remainder of NOICC funds are used for the national staff and for special development and training activities conducted at the national level. More detailed information is presented in Table 2.

Summary

In conclusion, it should stressed that the implementation of the mandates with which NOICC and SOICC are charged has been and continues to be a developmental process. Much has been accomplished. Much remains to be done:

- supply/demand data must be provided in all States,
- existing systems must be maintained and updated,
- communication and coordination among information users and producers must continue, especially in this era of limited resources,

- training of information users should be continued and expanded, and

- the basic data sources must be maintained and major data gaps filled, especially the provision of information at the substate level.

NOICC and SOICC look forward to working with their member agencies to accomplish these goals and improve the information provided to the Nation's education and training system and to individuals making career decisions.

Table 1

SOURCES OF FUNDING FOR NOICC
(Dollars in Thousands)

	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
Department of Labor Employment & Training*	3000	4815	5000	5000 95	3000 90
Department of Education Career Education*	5000	5000	3012	3000 100	2243
Deparment of Defense*					270
TOTAL FUNDS CONTRIBUTED FOR FISCAL YEAR	8000	9815	8012	8195	5603

* In FY 1981, the Division of Career Education transferred $100,000 to NOICC for a joint project in response to the Career Education Incentive Act. The Employment and Training Administration transferred $95,000 in FY 1981 and $70,000 in FY 1982 for the Improved Career Decision-Making Project, and $20,000 in FY 1982 for installation of career information delivery systems in five Job Corps centers. Special contributions for other years are not shown. In FY 1982 the Department of Defense transferred $270,000 for the Improved Career Decision-Making Project.

Table 2

NOICC EXPENDITURES
(Dollars in Thousands)

Dollars in Thousands (Percent of Total)	FY 1978	FY 1979	FY 1980	FY 1981	Planned FY 1982
STATE FUNDING					
Basic Assistance to SOICCs	1593	4892	5527	6483	4845
Special Attention to Unl Needs of Youth					
Careers Information Delivery Systems			1880	2512	788
Other Activities			33	159	381
Occupational Information System/Coordination & Communication		816	680	391	344
TOTAL STATE FUNDING	1593	5708	8120	9645	6358
Percent of Total Expenditures	66.9%	83.5%	81.4%	87.3%	86.4%
FEDERAL ACTIVITIES					
Federal Technical Assistance & Other Projects	695	882	1350	872	325
Salaries & Expenses	94	249	502	527	677
TOTAL FOR FEDERAL ACTIVITIES	789	1131	1852	1399	1002
Percent of Total Expenditures	33.1%	16.5%	18.6%	12.7%	13.6%
TOTAL NOICC EXPENDITURES*	2382	6839	9972	11044	7360

* Obligations in any one year may exceed the funding provided by the Departments of Labor and Education because of carry-over from previous fiscal years.

Chairman PERKINS. We will now hear from Mr. Bilodeau.

STATEMENT OF GERARD BILODEAU, DIRECTOR, MAINE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Mr. BILODEAU. Mr. Chairman and members of the committee, my name is Gerard Bilodeau, executive director of the Maine Occupational Information Coordinating Committee. It is indeed an honor to appear before you this morning in behalf of the committee.

I think it would be helpful to the committee if I briefly review the organizational structure and history of the committee and then go into some of the accomplishments we have managed over the brief period of its existence.

In a demonstration of high level State support for the Education Amendments of 1976, which created the NOICC/SOICC network, a Governor's executive order was signed which created the committee in Maine in 1978.

In addition to the statutory agencies required by Federal legislation the committee structure was broadened to include other State agencies which had a critical stake in employment training issues and in economic development issues as they relate to information mandated by the NOICC/SOICC concept.

Among the key agencies that became part of the committee was the Maine Development Foundation in the State development office. The inclusion of these two agencies was recognition of the strong alliance and partnership that should exist between vocational education and economic development if the needs of the State, as well as the needs of the students and clients be met.

With a change of State administrations in 1979, another executive order continued the existence of the committee. In the spring of 1982, with a show of bipartisan support, State legislation was passed which created the Maine Occupational Information Coordinating Committee, and which also supported one of its major programs, the current information delivery system.

The structure in the State legislation, the committee structure, was reduced to four statutory members, the commissioners of education, of human services, of labor, and the director of the State development office.

Some of the accomplishments since establishment in 1978 includes the implementation of a statewide clearance information delivery system. In early 1979, the committee recognized that if the educational system, and particular if vocational education were to meet and address the needs and interests of the student as well as the needs and interests of the community at large, not only was an effective planning process to take place, but in addition to that, the career information needs of the students and clients should be addressed.

With that in mind, the committee, in 1979, decided to implement on a pilot basis a career information delivery system, a computerized career information delivery system.

The 14 sites were included as part of that pilot project and these sites included high schools, the university campuses, the vocational rehabilitation offices, employment training agencies, and several correctional institutions.

As a result of the findings of a study of the usage of this particular system and a highly favorable response by students and clients to the system, in 1980, the committee decided to expand the system to a full statewide network.

The system expanded from 14 sites to over 115 sites tied to this computerized network. Here, again, a wide range of schools and agencies accessed information through the system.

Indeed, from January 1981 up to the present, over 50,000 people in Maine have made use of the system to get all kinds of information, on occupations, on educational opportunities, on financial assistance that is available, and all that.

We found that in putting a system of information in place that it simply isn't enough, if it is going to guarantee its effective use. Training has to take place. Training has to take place in showing counselors and showing teachers and showing institutions how to integrate guidance activities and programs around the use of this current information delivery system.

With that in mind, the NOICC since 1981 has continued over 100 training workshops for counselors and teachers and people in employment training agencies charged with the responsibility of developing employment training programs, vocational programs, and offering counseling assistance to students.

Along with these workshops sponsored by the NOICC, the committee did get a competitive grant last year and again this year to provide training on career information, not only the career information delivery system, but other kinds of market information.

With that, a vast majority of the counsels in the State of Maine are now becoming far more knowledgeable and far more sophisticated in the use of labor market information, in their counseling activities.

Along with the decision to implement the career information delivery system in 1979 the committee also decided to design, develop, and implement a computerized occupational planning system.

The system took 2 years to develop and became operational August 1981. This system provides vocational education administrators and employment training administrators throughout the State of Maine with instant access to all kinds of information on occupational supply and demand and on related information that will assist them in planning vocational and employment training programs that not only address the needs and interests of students and clients, but that do so in a very timely and very effective way.

Here, again, we found that putting a system in place is simply not enough. Training has to take place. Training has to take place at vocational education administrators knowing not only how to ask for this information, but how to interpret information for their planning needs.

With that, the committee sponsored a series of training workshops for the administrators of virtually all of the vocational educational institutions in Maine. They are all now tied to the system and get the most reliable, timely, comprehensive information that is available to help them in the planning process.

The system has been used in their 5-year plan and is now being used in their annual yearly update.

A directive went out from the assistant commissioner of vocational education that they must use this system in planning vocational programs. Vocational programs that are attuned to labor markets as well as to the interests and needs of the students.

The system has been used and is increasingly being used as these people develop greater familiarity with the system and its use in helping them do their job.

We are finding that no matter how sophisticated a vocational education system may be, that economic development should develop—we should form a strong alliance with the vocational education community. If you will remember, early on, the committee did recognize the importance of economic development and vocational education, and a strong partnership should exist.

With that in mind, and as part of the overall comprehensive system of information, the committee coordinated the development of an economic data base system that broadened the range of information that had originally been on the OIS, to include information on demographics, information on labor force, information on industrial parks, available buildings space, on municipal services.

The object and goal being there here in a place, no matter where in a State, would be the most comprehensive information that can be made available anywhere, information that can be accessed in seconds by anyone.

This information system will now serve as a strong linkage between economic development activities and the goals and objectives of vocational education.

They are all accessing the same system of information. Here, again, we recognize economic development people will have to undergo training, not only in how to use their economic data base system, but also how to interpret occupational supply and demand and how that relates to vocational education effort.

The systems I have talked about, the current information delivery system, the planning system, the economic development system were all developed on a collaborative basis by all of the member agencies.

In-kind contributions, putting a common shoulder to the wheel has made this effort a very cost-effective one.

There have been problems in implementing these systems of information. Timeliness of the statistical programs that provide us with the raw data to go into these systems, the ongoing lingering doubt about continuing funding for the occupational employment statistics programs and other basic statistical programs that provide the input for our system, but the problems have been far overshadowed by the benefits we have derived through the collaborative arrangements of the committee and member agencies.

They are all using the system and they are all using the system well.

Thank you, Mr. Chairman.

Chairman PERKINS. Thank you very much.

[The prepared statement of Gerard Bilodeau follows:]

PREPARED STATEMENT OF GERARD P. BILODEAU, EXECUTIVE DIRECTOR, MAINE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

MR. CHAIRMAN, MEMBERS OF THE HOUSE SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION, MY NAME IS GERARD BILODEAU, AND I AM THE EXECUTIVE DIRECTOR OF THE MAINE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (MOICC).

I AM HONORED FOR THE OPPORTUNITY TO REPRESENT THE COMMITTEE IN APPEARING BEFORE YOU THIS MORNING AND I AM PARTICULARLY DELIGHTED TO BE ABLE TO TALK TO YOU ABOUT THE ACCOMPLISHMENTS OF THE COMMITTEE DURING ITS BRIEF PERIOD OF EXISTENCE. BEFORE DOING SO, HOWEVER, I THINK IT WOULD BE OF INTEREST TO YOU IF I VERY BRIEFLY REVIEWED THE ORGANIZATIONAL STRUCTURE AND HISTORY OF THE MOICC.

ORGANIZATIONAL STRUCTURE AND HISTORY

IN DEMONSTRATION OF HIGH LEVEL STATE SUPPORT FOR THE EDUCATION AMENDMENTS OF 1976 WHICH CREATED THE MOICC/SOICC NETWORK, A GOVERNOR'S EXECUTIVE ORDER WAS SIGNED IN 1978 ESTABLISHING THE MOICC IN THE STATE OF MAINE. IN ADDITION TO THE AGENCIES REQUIRED BY FEDERAL LEGISLATION TO COMPRISE THE COMMITTEE, THE EXECUTIVE ORDER BROADENED THE COMMITTEE BY EXTENDING ASSOCIATE MEMBERSHIP TO OTHER STATE AGENCIES WHICH HAVE AN INTEREST AND A STAKE IN VOCATIONAL TRAINING AND CAREER PREPARATION. AMONG THE ASSOCIATE MEMBER AGENCIES WERE THE STATE DEVELOPMENT OFFICE, AND THE MAINE DEVELOPMENT FOUNDATION. INCLUSION OF THESE TWO AGENCIES IN THE MOICC WAS RECOGNITION OF THE IMPORTANCE OF VOCATIONAL EDUCATION TO ECONOMIC DEVELOPMENT AND OF THE NEED FOR THESE AGENCIES, THROUGH THE MOICC, TO COLLABORATE ON THE DEVELOPMENT OF A COMPREHENSIVE INFORMATION SYSTEM THAT WOULD SERVE THE NEEDS OF BOTH THE ECONOMIC DEVELOPMENT COMMUNITY AS WELL AS VOCATIONAL EDUCATION.

WITH THE CHANGE OF STATE ADMINISTRATIONS IN 1979, ANOTHER EXECUTIVE ORDER WAS SIGNED TO CONTINUE THE MOICC, AND TO CONTINUE TO SHOW HIGH LEVEL SUPPORT FOR THE MISSION AND GOALS OF THE COMMITTEE. UNDER THIS EXECUTIVE ORDER, THE MOICC'S MEMBERSHIP STRUCTURE REMAINED UNCHANGED.

IN THE SPRING OF 1982, THE MAINE STATE LEGISLATURE ALSO DEMONSTRATED ITS SUPPORT FOR THE MOICC AND ITS PROGRAMS AND ACTIVITIES BY PASSING LEGISLATION CREATING THE COMMITTEE AT THE STATE LEVEL, AND BY PROVIDING FUNDING TO HELP SUPPORT ONE OF THE COMMITTEE'S MAJOR PROGRAMS, THE MAINE CAREER INFORMATION DELIVERY SYSTEM (CIDS). A COPY OF THE LEGISLATION IS ENCLOSED FOR YOUR REVIEW. IT SHOULD BE NOTED THAT IN BOTH EXECUTIVE ORDERS, AND IN THE LEGISLATION CREATING THE MOICC, CABINET-LEVEL OFFICERS WERE NAMED TO THE COMMITTEE. HOWEVER, THE COMMITTEE STRUCTURE IN THE LEGISLATION WAS REDUCED TO CONSIST OF THE COMMISSSIONERS OF THE MAINE DEPARTMENTS OF LABOR, EDUCATIONAL AND CULTURAL SERVICES, AND HUMAN SERVICES, AND THE DIRECTOR OF THE STATE DEVELOPMENT OFFICE. THESE OFFICIALS HAVE PERSONALLY ATTENDED ALL MEETINGS OF THE MOICC, AND HAVE INVOLVED THEMSELVES IN VARIOUS ACTIVITIES AND PROGRAMS OF THE COMMITTEE. THIS TOP LEVEL INVOLVEMENT IS THE CRITICAL FACTOR THAT HAS MADE POSSIBLE THE ACCOMPLISHMENTS OF THE COMMITTEE THROUGH THE COLLABORATIVE EFFORTS OF ITS MEMBER AGENCIES.

MISSION OF THE MOICC

BRIEFLY STATED, AND IN GENERAL CONFORMITY WITH THE GOALS OF THE NOICC/SOICC NETWORK AS MANDATED IN FEDERAL LEGISLATION, THE MISSION OF THE MOICC IN THE STATE LAW IS FOUR-FOLD. FIRST, IT IS TO OVERSEE AND COORDINATE THE DEVELOPMENT OF A COMPREHENSIVE OCCUPATIONAL INFORMATION SYSTEM THAT WILL SERVE THE COMMON NEEDS OF PROGRAM PLANNERS AND ADMINISTRATORS OF THE COMMITTEE MEMBER AGENCIES,

WILL SERVE AT THE SAME TIME THE ECONOMIC DEVELOPMENT INTERESTS OF THE STATE, AND WILL ADDRESS THE CAREER INFORMATION NEEDS OF A BROAD RANGE OF STUDENT AND OTHER GROUPS WHO ARE INVOLVED IN MAKING DECISIONS ON CAREERS. SECOND, IT IS TO REDUCE THE DUPLICATION OF EFFORT IN THE COLLECTION, PRODUCTION, AND DISSEMINATION OF INFORMATION THROUGH THE USE OF THE SYSTEM. THIRD, IT IS TO COORDINATE VOCATIONAL EDUCATION AND EMPLOYMENT AND TRAINING PROGRAM EFFORTS THROUGH THE USE OF THE SYSTEM SO AS TO ENSURE THAT THE INTERESTS AND NEEDS OF PEOPLE AND EMPLOYERS ARE BEING MET, BUT MET IN A WAY THAT MINIMIZES COSTLY DUPLICATION. FOURTH, AND FINALLY, IT IS TO FOSTER COMMUNICATION AND COOPERATION AMONG THE MEMBER AGENCIES IN ADDRESSING COMMON INFORMATION NEEDS.

ACCOMPLISHMENTS OF THE MOICC:

Career Information Needs of Individuals

AS A FIRST STEP IN CARRYING OUT ITS MISSION, THE MOICC, THROUGH A GOVERNOR'S GRANT, IMPLEMENTED A COMPUTERIZED CAREER INFORMATION DELIVERY SYSTEM ON A PILOT BASIS IN 14 SITES. THESE SITES INCLUDED, VOCATIONAL AND SECONDARY SCHOOLS, CETA INTAKE CENTERS, SEVERAL UNIVERSITY CAMPUSES, VOCATIONAL REHABILITATION OFFICES, AND JOB SERVICE. THE OBJECTIVE OF THE PILOT PROJECT WAS TO EVALUATE THE EFFICACY OF COMPUTERIZED CAREER INFORMATION DELIVERY SYSTEMS IN DISSEMINATING INFORMATION IN MAINE. UPPERMOST IN THE MINDS OF THE COMMITTEE MEMBERS IN DECIDING TO LAUNCH THIS PROJECT WAS A NATIONAL STUDY WHICH POINTED TO A HIGH CORRELATION BETWEEN A STUDENT'S EXPOSURE TO CAREER INFORMATION AND HIS LATER SUCCESS IN THE LABOR MARKET.

AN INDEPENDENT STUDY OF THE USAGE OF THE CAREER INFORMATION SYSTEM SHOWED EXTREMELY FAVORABLE REACTION BY SCHOOL AND AGENCY ADMINISTRATORS, COUNSELORS, AND STUDENTS AND CLIENTS.

BASED ON THE FINDINGS FROM THE PILOT PROJECT, THE MOICC IN 1980, WITH FUNDS FROM THE NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE, FROM THE BUREAU OF VOCATIONAL EDUCATION, AND FROM THE STATE EMPLOYMENT AND TRAINING COUNCIL., DECIDED TO EXPAND THE CAREER INFORMATION SYSTEM INTO A STATEWIDE NETWORK TO SERVE A WIDE RANGE OF SCHOOL AND AGENCY USERS. CORRESPONDINGLY, IN 1981, THE NUMBER OF SITES GREW FROM 14 TO 115, WITH 85 OF THE SITES BEING SECONDARY AND VOCATIONAL SCHOOLS. WHEN ONE CONSIDERS THAT THERE ARE ONLY 130 PUBLIC SECONDARY SCHOOLS IN MAINE, A MAJORITY OF THE SCHOOLS IN THE STATE WERE BEING SERVED BY WHAT HAS COME TO BE KNOWN AS THE CAREER INFORMATION DELIVERY SYSTEM (CIDS). THE COMMITTEE, RECOGNIZING THAT NOT ALL SCHOOLS OR AGENCIES WOULD BE ABLE TO AFFORD THE COMPUTERIZED SYSTEM, DECIDED TO ALSO OVERSEE THE DEVELOPMENT OF ALTERNATIVE MICROFICHE AND MICROCOMPUTER VERSIONS FOR DISSEMINATING CAREER INFORMATION.

SINCE JANUARY, 1981, WHEN THE CIDS WAS EXPANDED, APPROXIMATELY 50,000 INDIVIDUALS HAVE USED THE SYSTEM TO RECEIVE A BROAD RANGE OF TIMELY AND ACCURATE NATIONAL, STATE AND LOCAL INFORMATION ON OCCUPATIONS, ON EDUCATIONAL OPPORTUNITIES, AND ON SCHOLARSHIPS AND OTHER FINANCIAL ASSISTANCE THAT MAY BE AVAILABLE.

THE COMMITTEE EARLY ON RECOGNIZED THAT PUTTING A SYSTEM IN PLACE WOULD SIMPLY NOT BE ENOUGH. IF THE SYSTEM WERE TO BE USED EFFECTIVELY BY STUDENTS AND

CLIENTS, TRAINING WOULD HAVE TO BE PROVIDED TO THE COUNSELORS AND TEACHERS ON HOW TO ORGANIZE GUIDANCE PROGRAMS AND ACTIVITIES AROUND THE USE OF THE SYSTEM. WITH THIS IN MIND, THE MOICC IN 1981 AND 1982 HELD APPROXIMATELY 100 TRAINING WORKSHOPS ATTENDED BY A MAJORITY OF THE COUNSELORS IN MAINE.

TO ASSIST THE COUNSELORS IN THE EFFECTIVE USE OF THE CIDS, THE MOICC PREPARED A BROAD RANGE OF PUBLICATIONS AND TEXTBOOK MATERIALS FOR USE AT THE WORKSHOPS. AMONG THE PUBLICATIONS STILL UNDER DEVELOPMENT IS ONE AIMED AT EXPOSING INFORMATION ABOUT THE WORLD OF WORK TO ELEMENTARY SCHOOL STUDENTS.

CURRICULUM CHANGE IN COUNSELOR EDUCATION

IN THE PROCESS OF IMPLEMENTING THE CIDS, AND AS A RESULT OF A STUDY OF GUIDANCE ACTIVITIES SPONSORED BY THE MOICC, IT WAS FOUND THAT IN MANY SCHOOLS SYSTEMATIC CAREER COUNSELING EITHER DID NOT TAKE PLACE VERY EFFECTIVELY, OR WAS GIVEN LOWER PRIORITY TO OTHER FORMS OF COUNSELING. PART OF THE PROBLEM, THE MOICC FOUND, WAS IN THE GRADUATE COUNSELOR EDUCATION PROGRAM AT THE UNIVERSITY. AS IT WAS STRUCTURED, THE CORE REQUIREMENTS IN THE GRADUATE PROGRAM DID NOT EVEN INCLUDE A COURSE IN CAREER COUNSELING OR CAREER INFORMATION. THUS, MANY OF THE STUDENTS BECOMING COUNSELORS IN MAINE'S SCHOOL SYSTEMS LACKED EVEN THE BASIC PROFICIENCIES TO COUNSEL STUDENTS ON CAREERS OR ON THE LABOR MARKET.

GIVEN THIS SITUATION, THE COMMITTEE FELT THAT IF THE CIDS WERE TO BE EFFECTIVELY USED IN THE LONG TERM, THEN THE GRADUATE COUNSELOR EDUCATION PROGRAM WOULD HAVE TO BE MODIFIED IN ORDER TO TURN OUT STUDENTS MORE ATTUNED TO THE CAREER COUNSELING NEEDS OF STUDENTS AND OTHER INDIVIDUALS. THE MOICC ACTED BY AWARDING A GRANT TO THE UNIVERSITY'S COLLEGE OF EDUCATION TO REEXAMINE ITS PROGRAMS, AND TO CHANGE ITS CORE REQUIREMENT COURSES TO PROVIDE MORE OFFERINGS IN CAREER

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COUNSELING. AS A RESULT OF THE GRANT, THE UNIVERSITY HAS MADE THE CHANGES IN ITS PROGRAMS, AND FUTURE COUNSELORS SHOULD ACCORDINGLY, BE COMING OUT WITH GREATER KNOWLEDGE AND SKILLS IN CAREER COUNSELING, AND IN THE USE OF TECHNOLOGICALLY BASED SYSTEM AS TOOLS IN COUNSELING.

OTHER TRAINING TO COUNSELORS

IN ADDITION TO THE TRAINING OF COUNSELORS IN THE USE OF THE CIDS, THE MOICC IN 1981, AND AGAIN THIS YEAR, RECEIVED A GRANT FROM THE NOICC TO PROVIDE FURTHER TRAINING TO COUNSELORS FROM A BROAD RANGE OF SCHOOL AND AGENCY INSTITUTIONS IN THE USE OF CAREER AND LABOR MARKET INFORMATION. THE IMPROVE CAREER DECISION MAKING PROJECT (ICDM) WAS RESPONSIBLE FOR TRAINING OVER 50 PERCENT OF THE COUNSELORS IN THE STATE.

OCCUPATIONAL INFORMATION SYSTEM FOR PROGRAM PLANNING

ALONG WITH THE DECISION IN 1979 TO IMPLEMENT A COMPUTERIZED CAREER INFORMATION DELIVERY SYSTEM AS PART OF THE MANDATED OCCUPATIONAL INFORMATION SYSTEM, THE MOICC DECIDED TO COORDINATE THE DEVELOPMENT AND IMPLEMENTATION OF A COMPUTERIZED SYSTEM DESIGNED SPECIFICALLY TO ASSIST PROGRAM PLANNERS IN VOCATIONAL EDUCATION AND EMPLOYMENT AND TRAINING AGENCIES.

THIS SYSTEM, WHICH BECAME OPERATIONAL IN AUGUST 1981, ALLOWS PLANNERS FROM ANYWHERE IN THE STATE TO OBTAIN IN JUST A MATTER OF SECONDS, COMPREHENSIVE, RELIABLE, AND TIMELY OCCUPATIONAL SUPPLY, DEMAND AND RELATED INFORMATION ON A STATE AND LOCAL LEVEL.

TRAINING IN THE USE OF THE SYSTEM WAS GIVEN TO SCHOOL OFFICIALS FROM VIRTUALLY ALL OF THE STATE'S POST-SECONDARY AND SECONDARY VOCATIONAL INSTITUTIONS, AS WELL

AS TO OFFICIALS FROM EMPLOYMENT AND TRAINING AGENCIES AND FROM THE ECONOMIC DEVELOPMENT COMMUNITY.

TO EMPHASIZE THE IMPORTANCE OF THE PLANNING SYSTEM IN PLANNING VOCATIONAL PROGRAMS, A DIRECTIVE WENT OUT TO THE VOCATIONAL SCHOOL OFFICIALS THAT THE OCCUPATIONAL INFORMATION SYSTEM MUST BE USED IN JUSTIFYING THE CONTINUATION OF EXISTING PROGRAMS, ESTABLISHING NEW ONES, OR ELIMINATING THOSE THAT ARE NOT IN TUNE WITH LABOR MARKET TRENDS. AT THIS POINT, ALMOST ALL OF THE VOCATIONAL SCHOOLS AND THE EMPLOYMENT AND TRAINING AGENCIES ARE TIED TO THE SYSTEM.

ECONOMIC DATA-BASED SYSTEM

NO MATTER HOW EXTENSIVE VOCATIONAL EDUCATION MAY BE, OR HOW SOPHISTICATED MAY BE THE INFORMATION SYSTEM AT ITS DISPOSAL, ALL IS TO LITTLE AVAIL IN THE ULTIMATE ANALYSIS UNLESS THE WHOLE PIE OF GOOD JOBS IN THE ECONOMY CAN BE INCREASED. WHILE RESPONSIBILITY FOR SEEING THAT THIS HAPPENS RESTS PRIMARILY WITH THE STATE'S ECONOMIC DEVELOPMENT COMMUNITY, A STRONG PARTNERSHIP BETWEEN ECONOMIC DEVELOPMENT AGENCIES AND VOCATIONAL EDUCATION CAN GREATLY ASSIST THIS PROCESS. RECOGNIZING THE IMPORTANCE OF THIS RELATIONSHIP, AND THE IMPORTANCE OF INFORMATION IN THIS RELATIONSHIP, THE MOICC IN 1981 DECIDED TO EXPAND ITS OCCUPATIONAL INFORMATION SYSTEM TO INCLUDE A COMPONENT SPECIFICALLY DESIGNED TO ASSIST THE STATE DEVELOPMENT OFFICE AND OTHER ECONOMIC DEVELOPMENT AGENCIES. THIS COMPONENT, AS PART OF THE LARGER OIS, IS STILL UNDER DEVELOPMENT WITH THREE OF THE FIVE FILES OF INFORMATION NOW COMPLETED AND READY TO BE PUT ON LINE. THIS COMPONENT OF THE OIS WILL INCLUDE UP-TO-DATE INFORMATION ON INDUSTRIAL PARKS, AVAILABLE INDUSTRIAL BUILDING SPACE, DEMOGRAPHICS, LABOR FORCE, INDUSTRY EMPLOYMENT, MUNICIPAL SERVICES AND RELATED INFORMATION. THE ENTIRE COMPONENT IS SCHEDULED TO BE COMPLETED BY THIS AUTUMN. UPON ITS COMPLETION,

TRAINING WILL BE PROVIDED TO ECONOMIC DEVELOPERS NOT ONLY ON HOW TO USE THE ECONOMIC DEVELOPMENT COMPONENT, BUT ALSO THE COMPONENT ON PROGRAM PLANNING WHICH INCLUDES OCCUPATIONAL SUPPLY AND DEMAND INFORMATION.

MOICC COLLABORATIVE EFFORTS

ALL THREE SYSTEMS I HAVE DESCRIBED REPRESENT PROBABLY THE MOST SOPHISTICATED AND COMPREHENSIVE LABOR MARKET AND CAREER INFORMATION SYSTEM FOUND ANYWHERE. INFORMATION FOR THE THREE SYSTEMS WERE AND ARE COLLECTED AND UPDATED THROUGH JOINT IN-KIND EFFORTS OF THE COMMITTEE'S MEMBER AGENCIES. THIS TYPE OF COOPERATION HAS NOT ONLY MADE THE SYSTEMS COST-EFFECTIVE, BUT HAS ALSO DEMONSTRATED THAT WHEN AGENCIES ARE WILLING TO PUT THEIR SHOULDERS TO THE WHEEL, THINGS CAN HAPPEN QUICKLY AND WITH IMPROVED SERVICES TO THE PEOPLE THAT THEY SERVE.

MOICC/SOICC NETWORK - A CATALYST FOR CHANGE

WHILE THE MOICC STAFF NUMBERS ONLY FOUR PEOPLE, THE COMMITTEE HAS PROVIDED THE CATALYST FOR SOME VERY SIGNIFICANT ACCOMPLISHMENTS. TO OPERATE THE MOICC OFFICE AND TO PAY THE SALARIES OF TWO OF ITS FOUR PEOPLE, THE COMMITTEE OVER THE PAST THREE YEARS HAS BEEN RECEIVING A BASIC GRANT RANGING FROM $70,00 TO $80,000. HOWEVER, IT IS IMPORTANT TO NOTE THAT THIS MONEY IN TURN HAS MADE POSSIBLE THE RAISING OF FUNDS TO SUPPORT PROGRAMS AND SERVICES IN THE NEIGHBORHOOD OF A MILLION DOLLARS. THESE PROGRAMS AND SERVICES HAVE NOT CREATED A NEW BUREAUCRACY, BUT RATHER, HAVE REQUIRED AGENCIES TO REDIRECT THEIR RESOURCES TO MEET COMMON NEEDS.

IT WOULD SEEM TO ME THAT IN ASSESSING THE EFFECTIVENESS OF THE NOICC/SOICC NETWORK, SINCE ITS CREATION IN 1976, THE RELATIVELY SMALL FEDERAL INVESTMENT IN THE NETWORK

HAS YIELDED TREMENDOUS RETURNS. WHAT HAS HAPPENED IN MAINE, IS ALSO HAPPENING IN OTHER STATES THROUGHOUT THE COUNTRY. DEPARTMENTS WHICH HERETOFORE HAD BEEN GOING THEIR SEPARATE WAYS ARE NOW WORKING TOGETHER. THANKS TO THE FORTY STATE CAREER INFORMATION DELIVERY SYSTEMS NOW OPERATING THROUGH THE NOICC/SOICC NETWORK, MORE STUDENTS THAN EVER ARE BEING PROVIDED WITH INFORMATION UPON WHICH TO MAKE INFORMED CAREER DECISIONS. OCCUPATIONAL PLANNING SYSTEMS ARE ALSO EMERGING IN MORE AND MORE STATES THUS HELPING VOCATIONAL EDUCATION ADMINISTRATORS ALLOCATE INCREASINGLY SCARCE RESOURCES AMONG THOSE PROGRAMS WHICH MEET THE NEEDS OF EMPLOYERS AND THE NEEDS AND INTERESTS OF STUDENTS.

THE STATE OF MAINE HAS GREATLY BENEFITTED FROM THE CREATION OF THE NOICC/SOICC NETWORK. MUCH HAS BEEN ACCOMPLISHED IN A SHORT PERIOD OF TIME, BUT MUCH STILL REMAINS TO BE DONE. AS A REPRESENTATIVE OF THE MEMBERS OF THE COMMITTEE, I WOULD URGE YOU TO CONTINUE TO SUPPORT THE NOICC/SOICC NETWORK THROUGH ITS REAUTHORIZATION. I BELIEVE IT IS A WISE INVESTMENT IN MAINE'S FUTURE AND THE FUTURE OF THIS COUNTRY.

CHAPTER 705

All Other $30,000

This appropriation provides additional funding for the Osteopathic Revolving Loan Fund.

PART N
STATE FUNDS FOR LITERACY VOLUNTEERS

Appropriation. The following funds are appropriated from the General Fund to carry out the purposes of this Part.

1991-92

EDUCATIONAL AND CULTURAL SERVICES, DEPARTMENT OF

Adult basic education

All Other $25,000

This appropriation provides funds for literacy volunteers.

PART O
COMPREHENSIVE CAREER AND OCCUPATIONAL INFORMATION SYSTEM

Sec. 1. 26 MRSA c. 20 is enacted to read:

CHAPTER 20

COMPREHENSIVE CAREER AND OCCUPATIONAL INFORMATION SYSTEM

§1451. Purpose

A Comprehensive Career and Occupational Information System is established to develop and maintain comprehensive career and occupational information, utilizing a commonly defined data base, to ensure that all employment and training programs in the State are planned and implemented so as to result in the efficient delivery of employment and training services.

The Comprehensive Career and Occupational Information System shall consist of 2 components: A planning component for employment and training program planners and administrators, and a career information delivery system component for persons involved in the career decision-making process.

§1452. Maine Occupational Information Coordinating Committee

The Maine Occupational Information Coordinating Committee is established to support the development, maintenance and operation of a comprehensive career and occupational information system and to foster communication and coordination of education, employment and training programs through the use of the system. The committee shall consist of the Commissioner of Labor, Commissioner of Human Services, Commissioner of Educational and Cultural Services and the Director of the State Development Office. The Commissioner of Labor shall be the chairman of the committee with the Department of Labor serving as the fiscal agent for the committee.

§1453. Duties and responsibilities

Although not limited to the following duties, the committee shall:

1. Develop and implement system. Develop and implement an overall system for coordinating and delivering occupational and demand and supply information to employment, training, vocational education and vocational rehabilitation agencies, private industry, and individuals, using standardized techniques as feasible;

2. Facilitate use of occupational information. Facilitate the use of occupational information in planning and allocating employment, training, vocational education and vocational rehabilitation programs;

3. Career and occupational information. Facilitate the use of career and occupational information in school and nonschool settings;

4. Provide information. Provide the Governor with comprehensive occupational information required to facilitate the coordination of employment, training, vocational education and vocational rehabilitation programs to meet clearly defined needs, achieve economic development goals and support business development initiatives; and

5. Recommendations. Recommend to the Governor legislative and executive initiatives designed to increase the utility of the Comprehensive Career and Occupational Information System as the system relates to a more effective coordination of employment, training, vocational education and vocational rehabilitation programs and as the system relates to the delivery of career information to individuals involved in the career decision-making process.

§1454. Operational authority

The chairman shall nominate an executive director for appointment by the committee, who shall serve at the committee's pleasure. With the committee's approval, the executive director may appoint, subject to the Personnel Laws, such personnel as are necessary and who are authorized by the committee.

The committee may accept gifts, grants or other funds from any source and may enter into contracts, give assistance and make grants for services consistent with this chapter.

Sec. 2. Appropriation. The following funds are appropriated from the General Fund to carry out the purposes of this Part.

LABOR, DEPARTMENT OF

Maine Occupational Information Coordinating Committee

Positions

Personal Services

All Other

TOTAL

PART P
AUTHORIZATION FOR THE TREASURER OF STATE TO ISSUE TAX EXEMPT COMMERCIAL PAPER

5 MRSA §1580, 2nd ¶, as last amended by PASL [illegible] 147, Pt. C, § 13, is further amended to read:

The Treasurer of State, with the approval of the Governor, may negotiate a temporary loan or loans in anticipation of taxes levied for that fiscal year, but not exceeding a total of $35,000,000 that amount of taxes estimated by the Treasurer of State to be collected in the fiscal year in which such temporary loan or loans, or renewal thereof, are made, provided that such temporary loans or renewals thereof shall not exceed any limitation set forth in the Constitution of Maine, Article IX, Section 14. Such loans may be renewed from time to time as the Treasurer of State, with the approval of the Governor, may determine, provided

Chairman PERKINS. We will now hear from Dr. Simms of Alabama. Go right ahead.

Without objection, all of your prepared statements will be included in the record, and you may proceed in any manner you prefer.

STATEMENT OF MARY LOUISE SIMMS, DIRECTOR, ALABAMA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Dr. SIMMS. I am Mary Louise Simms, director of the Alabama Occupational Information Coordinating Committee.

Mr. Chairman, I would like to give you a small background on myself. I have been a part of vocational education before entering this game of the SOICC, had worked with the automation of student records followup and really was in a process of putting together planning data just for vocational education before SOICC was established in our State.

The first thing I would like to point out is one problem that we did find, when you bring together four different agencies, and then you add staff that came from one of these agencies.

At first, we had a little trouble in terms of the identification. Myself and my staffperson were considered to be just vocational education, but over time, we found that this little barrier broke down when the people from the CETA side, the employment service side, the vocational rehabilitation side, found we were working across the board for all the agencies.

One of the parts of the original vocational education legislation was to try to get CETA vocational education to look at the same data and I have brought with me a publication that was a direct result of the creation of SOICC in our State.

We were already doing something, as I mentioned earlier, similar in Alabama just for vocational education, and their document is a sub-State planning data, with supply and demand, that was prepared not only for vocational education, but is entitled, "Occupational Information for CETA, Vocational Technical Education," and what we have really done is sort of relieved the burden from vocational education planners and CETA planners to have to put together this type of information for themselves.

In fact, it was enhanced by CETA looking at it, because they also wanted to know at what level people were trained, and so we have displayed this as how many people were trained by secondary vocational education, post-training and private training and CETA training.

Another result was the result of our advisory committee, which is expanded to include quite a few other State agencies and we find quite a few of the State agencies in Alabama had common needs for data, such as population, employment income, unemployment rates and this type of thing, so rather than every State agency having to run around and collect all of this information, we have put together another publication entitled, "Selective Education," generally demographics, which gives maps of the State of Alabama that are shaded and have data, such as population of each of the counties, school enrollment in the counties.

In fact, even food stamp recipients, a number of doctors in the population, chambers of commerce, and quite a few other agencies have found this to be useful.

In fact, even Federal and State legislators have used this information.

Another, I think, very positive direct effect of getting these agencies together is, we found if one of the agencies has a request for information, then we let the other ones know about this and then we find that it ends up spreading out.

This one publication we did was a request from CETA. In their attempt to save money on training, they were interested in where technical colleges and secondary programs were available in the State, that they could use the same facilities and equipment and not have to go out and rent classroom space, buy more equipment if they wanted to put in a welding course in North Alabama.

We have gone through and listed different types of vocational training programs and then we have let them know, first, by a map, where they might find this training and then the actual addresses of the technical centers and colleges that might offer that training to save CETA some trouble.

We have found the education community has found this to be useful.

By the way, as an aside on the agency publication, I would like to point out even the department of pensions and securities has come to our office and used our computer mapping program as part of their needs assessment study for the department of pensions and securities, indicating, as I said, the number of people receiving aid to dependent children, food stamp recipients, et cetera.

Another comingling of one of the agencies, seeing what the other which is done was, we were asked to put together a small pamphlet for a CETA-sponsored Governors' Employment Training Initiative for Women's Conference that was held and what we did in this publication was just to point out to women—I don't think, personally, a lot of flag-waving sometimes will change women from nontraditional jobs into—I mean, from traditional into nontraditional jobs, but when they saw information which will show where they could make more money driving, say, heavy equipment—and a lot of the heavy equipment now, consider air-conditioned cabs, hydraulic levers, et cetera, and it seems to be of more interest to them that make more money doing that rather than just saying, "You should go try something new."

Of course, the sex equity coordinator for vocational education was most interested in that type of information and requested that we put together a pamphlet entitled "Student Recruitment and Scheduling For Non-Traditional Vocational Programs."

Again, nothing but facts and figures, no type of flag-waving.

I also wanted to mention that outside of this vast document here, we put together a summary of 8 pages on sub-State areas of the State of Alabama, a brief summary that shows certain demographic information for that area of our State, and then what would be the top 10 programs for which there are the largest number of job openings.

CETA and vocational education both have found this to be quite useful. And as an aside, here, in talking to the State director of vo-

cational education and hearing him give presentations, our State has changed over 200 programs that they thought would meet the real job needs of the students in our State.

Alabama was one of the first nine States funded by the Department of Labor to establish a career information system. They had been funded from the Department of Labor over a 4-year period, and this funding was running out in our State in September of 1979.

It was costing a lot of money. The average cost, $660 per month per terminal, plus the Education Department has put in up to $200,000. The total cost was running about $600,000 a year and no one wanted to touch it.

Chairman PERKINS. Dr. Simms, let me interrupt for just a moment.

When we get to writing a vocational education bill, I think it would be very important for you to meet with the minority and myself and Mr. Flanders.

When we first passed the Vocational Education Act in 1963, there were a lot of complaints that we were not training students in the fields where the jobs were. In some parts of the country we had so much unemployment—like in my area, I had 30 percent unemployment in the mining areas.

We are going to have to put some new provisions in this law, looking down the road for another 30 to 50 years, to train people for this computerized, automated age. At the same time we must not forget about the people who are uneducated who will not become highly trained, skilled in high technology. We have to be sure we also protect their rights, because there are always going to be some jobs not in high technology fields.

I would like for you to give this problem a lot of consideration. You are excellent witnesses. I am going to be meeting with you again on this point.

I don't know whether we will mark up a vocational education bill this year or next year. Fortunately, we have this program extended through fiscal 1984, but I am waiting to see how this Congress reacts to this reconciliation process.

They have already agreed, because of politics and other things, to not have any budget reconciliation on some educational programs, including vocational education.

I want to pass a very broad act. We don't want this good act chopped all to pieces by people who know nothing about it.

I have seen a lot of that happen in the last year or two. It is most disgusting. We are trying to salvage a lot of good acts that were passed through this committee and chopped all to pieces a year ago.

I want to compliment you on your testimony. We will be working together in the future to make sure that when we rewrite this bill it will be a polar star for field of vocational education.

Dr. SIMMS. I couldn't have said it better myself.

I do want to point out, I think the creation of the SOICC did save the career information system in our State. In my prepared statement, I indicate we all know that vocational education, CETA and the employment service have not been lovers throughout the years, and I feel that having a neutral ground such as SOICC, then the

CETA staff was willing to use Governors' grant money to save the system, and we have been running it for the third year and kept it alive and this system, I am sort of proud to say, has gone from costing $600,000 a year to no more than $250,000 a year.

We have cut the staff from 13 people to 2 people. We have increased the number of users throughout the schools from 44 to 115, and we don't charge any user fees for the system.

We are also trying to reach some of our rural areas of the State. We have put in incoming WATS lines to the major computers, so they can use a 800 number.

You alluded to the new high technology. I am not sure whether we gave the leadership, or the kids are demanding that they be taught about computers and microcomputers are being all over our State, and for a very small amount of money, all you have to do is buy some sort of telephone hookup and these microcomputers can access the career information system as well and be multi-purpose as computers should be.

I wanted just to make one other comment about our entire network, like the NOICC/SOICC. In my official testimony, I said we have had a good relationship with NOICC, even though it might be no fault of their own, because we have not been tied with so many stiff regulations.

There is only one-half page of regulations, so instead of NOICC spending a lot of time running around to be sure we have all of our little i's dotted and our t's crossed, they themselves have been able to put out products to be sent to the States that have been helpful to us.

In such things as matching up all the training type program codes with the informal data. It has been quite helpful to the States themselves.

I would make one recommendation in terms of any new legislation when the time is right and that would be at least the possibility of the SOICC staff being involved with career information systems be included.

[Material submitted by Mary Simms follows:]

PREPARED STATEMENT OF MARY LOUISE SIMMS, ALABAMA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Mr. Chairman and Members of the House Subcommittee:

I am Mary Louise Simms from Alabama and have served as Director of the Alabama State Occupational Information Coordinating Committee (SOICC) since April of 1978. Prior to having the unique pleasure of working for Vocational Education, CETA, the Employment Service and Vocational Rehabilitation (most of you are probably aware of the traditional love that exists among the Committee agencies); I had worked over four (4) years at the state level developing an automated Management Information System (MIS) for Vocational Education. My primary responsibilities were not only to automate unit student records and follow-up reports but to also develop Job Skill Training Needs for State Plans submitted to the Federal government and to develop other program planning information needed at the state and local level.

Thank you for the opportunity to discuss the impact the section of PL 94-482 that created the National Occupational Information Coordinating Committee (NOICC)/SOICC network has had on the State of Alabama. I will share with you the problems involved with initial

implementation, major accomplishments resulting from the creation of a SOICC, our role/relationship with NOICC and make recommendations for changes to the legislation that might benefit my state and hopefully other states/territories. I will not belabor the obvious fact that some entity is needed to pull together the myriad peices of data that reside in the bowels of state computers and collect dust on book shelves to be used to plan vocational/training programs (faced with shrinking financial resources) to meet the needs of people, existing industry and much needed new industry.

The only real problem that we have had is fear of dominance by one of the agencies. State government thinks of people belonging to an agency not agencies. In Alabama, the SOICC director and the other staff person (who had also worked with the Vocational MIS) were Vocational Education. The tenacious wearing of the "four cornered hat" and relocation to office space external to all agencies has, with time, erased most turfdom fears and we feel that our staff has won the confidence of the member agencies. SOICC has acquired the status of being neutral ground - an entity that requests information from member agencies and provides information back to the member agencies.

The use of common data for planning by Vocational Education program planners and CETA planners has taken place as a direct result of inclusion of NOICC/SOICC in legislation. Not only do both

deliverers of training use our major publication "Occupational Information for CETA/Vocational/Technical Education" but this comparison of employment outlook with number of people trained by sub-state area previously published only for Vocational/ Technical Education has even been improved by having input from CETA planners who indicated their need for information by level/ type of training, i.e. secondary, post-secondary, CETA, private, etc. Evidence of use of this information by Vocational Education is submitted as an Attachment. It is entitled "1982-83 Annual Program Application for Vocational Education - Public Law 94-482." On page 11 one finds under "Section 5.2-1 Justification for Initiating or Expanding Occupational Preparation Programs," Subsection e - "Cite data that indicate employment opportunities for program completers. Complete the following or attach data from community survey. (Record data for the SOICC planning area as defined in the publication Occupational Information for Vocational/ Technical Education, prepared by the State Occupational Information Coordinating Committee, August 1981)" - then a request for page number, average annual job openings, estimated employment and current total available (for placement into the job market).

Another reduction in duplication of effort by state agencies to search out planning data has taken place through a publication entitled "Selected Education and General Demographic Information." This publication consists of over 100 computer generated density

shaded maps of Alabama county level data. Members of our advisory group which includes agencies other than the statutory committee have identified common data elements needed at the county level such as population, income level, unemployment rates, ethnic composition, school enrollments, etc.; therefore, this publication is distributed to not only the education/training community but also Chambers of Commerce, state/federal legislators, mental health planners, health planners, administrators of the welfare network, etc.

There have been quite a few special requests for information from the member agencies that have led to other publications such as the Balance-of-State Private Industry Council's request for information on the location of secondary, post-secondary, and private training facilities that might be used for certain program training to eliminate duplication of equipment and training space. This document entitled "Training Facilities by Program" has been found to be useful to education as well as CETA. SOICC prepared a small booklet entitled "Governor's Employment and Training Initiative for Women" for a conference by the same name sponsored by CETA and a request quickly followed from the Vocational Education sex equity coordinator for similar information - "Student Recruitment & Scheduling for Non-Traditional Vocational Programs." The point of both these items was to let women know that it might be more economically feasible (salary and working conditions were

included) to pursue non-traditional occupations - heavy equipment operators in air conditioned cabs pulling levers with hydraulic mechanical advantage make more money than domestic helpers. Early this spring, the Vocational Education Department requested that we do a one page summary for each of eight planning districts that would include major demographic statistics and would highlight the ten occupational areas with largest yearly job openings. This brief document - a synopsis of over 500 pages contained in the two major publications mentioned earlier - was sent to each local school board and was also welcomed by CETA planners. We are now preparing a one page map that will indicate the 10 occupational areas that show greatest need for training for the 8 planning areas of the state. This map will be included in a Five-Year Master Plan for Vocational Education.

I feel very strongly that the existance of a SOICC in our state may well have "saved" Alabama's computerized career information system. Our state had been one of the original nine states funded by the Department of Labor (DOL) to develop such a system. Support from DOL extended from 1975 to September 30, 1979, at which time the system was supposed to be financially self-supporting. It was not. Users of the system were paying an average of $660/month for twelve months, school systems were facing proration, the Education Department had put up $200,000 that year and declared - no more! This situation was brought to the attention of the SOICC statutory committee

and the state CETA director suggested that since the SOICC staff dealt with much of the same type of information, utilized computers to generate same, and delivering occupational information to youth was an added function under CETA legislation then CETA would be willing to fund the entire operation with Governor's Grant monies if it were administered through SOICC. The existing governing board for the career information system unanimously agreed to shift its responsibility to SOICC. It is with some pride that I present the following changes that have occurred during the almost three years that SOICC has administered the career information system:

1. No user fees are charged;
2. On-line users have increased from 44 to 115;
3. The cost has decreased from $600,000/year to no more than $250,000/year;
4. Alternative delivery methods have been utilized such as in-coming state-wide WATS lines and mail-in questionnaires.
5. Published the State Occupational Outlook Handbook that has been made available to Vocational, CETA, and Vocational Rehabilitation counselors

Our state has had a very comfortable working relationship with NOICC which could well be due to no fault of the NOICC staff. The law itself is simple and clear and our regulations (½ page was

published) are almost non-existant when compared to those for Vocational Education and CETA. The MOICC staff have not been put in a posture of spending the majority of their time watching our dotted i's and crossed t's. They have been creating products. Products such as cross references between the numerous data sources, and handbooks on how to structure planning information that help SOICC's do their jobs.

Another benefit of the MOICC/SOICC network is that it serves as a forum for exchange of ideas among states/territories. It has eliminated the necessity for each state/territory to create its own wheel. We do freely steal from each other.

My recommendations for improving the present Vocational Education federal law are:

1. Expand the MOICC/SOICC function to include computerized career information.
2. Consider expansion of governing member agencies, i.e. higher education.

It has been with pleasure that I have served as a part of this exciting - never dull - concept of crossing agency barriers and I thank you again for allowing me to share with you my state's experiences.

I will be happy to respond to any questions or concerns you may have about my testimony.

1982-83 ANNUAL PROGRAM APPLICATION FOR VOCATIONAL EDUCATION

Public Law 94-482

Submitted to:

State Superintendent of Education
Alabama State Department of Education
Montgomery, Alabama 36130

by:

_____ Board of Education

_____
Date Submitted

For State Department Use

Date Received _____

Date Reviewed _____

Date Approved ( ) Disapproved ( )
by State Department of Education _____

GENERAL DIRECTIONS:

The Alabama State Plan for Vocational Education requires all local educational agencies (LEAs) to complete an Annual Program Application to be submitted to the State Superintendent of Education.

This application form must contain local program planning information applicable to the LEA. The State Department of Education will distribute federal funds available under Public Law 94-482 and state vocational education funds appropriated by the Alabama Legislature on the basis of this application and pursuant to the policies, procedures, rules, and regulations of the State Board of Education. Questions relating to the application should be referred to:

Research Coordinating Unit
Division of Vocational Education Services
Alabama State Department of Education
Montgomery, Alabama 36130

Telephone: (205) 832-3476 or 832-3162

TO: State Superintendent of Education, State Department of Education

The _____ Board of Education hereby makes application to the State Board of Education for state and federal funds to operate vocational programs and services as indicated in this application for the period beginning July 1, 1982 and ending June 30, 1983.

1.0 STATEMENTS OF COMPLIANCE

DIRECTIONS FOR COMPLETING SECTION 1.0

The statements in Section 1.0 should be examined carefully by the applying agency to assure there is understanding of and agreement on the conditions for accepting state and federal vocational funds. This application must be signed by the local superintendent. Please add the name and phone number of the person directly responsible for preparing the application. Any questions the application review committee may have related to the preparation of the application will be directed to this person.

It is hereby mutually agreed and understood that:

1. The application contained herein has been developed in consultation with an advisory council on vocational education, as described in Title II of Public Law 94-482, and with other educational and training resources available in the area served by the local educational agency. The advisory council was appointed pursuant to a policy issued by the policy-making board of the applicant. This application includes names and addresses of the advisory council membership and other persons and agencies consulted in developing the application.

2. Acceptance of funds to meet matching and maintenance of effort requirements under Public Law 94-482 obligates the applicant to operate all vocational programs funded from federal, state, and local funds according to the regulations of Public Law 94-482.

3. All programs, services, and activities included in this agreement will operate according to the regulations accompanying Public Law 94-482, and all rules and regulations contained in the current Alabama State Plan for Vocational Education.

4. All programs, services, and activities included in this agreement will operate according to applicable standards in the Alabama Vocational Education Standards and Policies for Quality Programs in Secondary Schools, Bulletin 1978, No. 25 or subsequent revisions.

5. Federal funds made available for programs, services, and activities under Public Law 94-482 will be used to supplement state and local funds, thereby increasing the total amount of funds available for vocational education, and in no case will be used to supplant state or local funds.

6. All descriptive, statistical, and financial reports required by the State Board of Education will be submitted on schedule.

7. No individual will be prohibited from participating in or employment in any program, service, or activity included in this agreement because of race, sex, religion, national origin, or handicapping condition.

8. Federal funds received under any part of Public Law 94-482 will be accounted for and disbursed by the use of coded accounts so that expenditures can be readily identified by funding source for auditing and reporting purposes.

9. Federal funds and funds to be used as matching funds will be used as set forth in the approved application budget. Adjustments accumulating to more than five percent (5%) of the state and federal portion of the budget will not be made without prior approval of the State Department of Education. Any budget adjustment must be reported to the State Department of Education within 30 days of the change. Supporting documents, including statements of expenditures, will be filed and/or submitted as required for program audit purposes.

10. Neither the State Board of Education nor the State Department of Education will be responsible for any federal funds withheld by any agency of the federal government including, but not limited to, a finding by such agency of a violation of the Civil Rights Act of 1964.

11. If the applicant receives funds for special programs for disadvantaged students, or if state or federal funds are used for cooperative education, or if funds are received for exemplary programs, provisions will be made for the participation of students enrolled in non-profit private schools in the area served by the LEA. These provisions will be made "to the extent consistent with the number of students whose educational needs are of the type which the program or project is to meet." Such private schools must be in compliance with the provisions of the Civil Rights Act of 1964 and must furnish the applicant a copy of a letter from the Office of Civil Rights (OCR) stating that the non-public school is in compliance with the Act.

12. Programs for each handicapped child will be planned and coordinated to conform with and as a part of an Individualized Educational Program (IEP), as required by the Education of the Handicapped Act, Public Law 94-142. A vocational person will be assigned to the IEP committee for each student assigned to a vocational program.

13. Vocational programs and services provided to students in this school system in 1981-82 will be continued in 1982-83, except for the changes indicated in this application.

96-443 O—82——5

14. Maintenance of local effort for vocational programs is required as follows:

Federal regulation 46 104.325

"A local educational agency shall maintain its fiscal effort on either a per student basis or on an aggregate basis for vocational education compared with the amount expended in the previous fiscal year."

State standards for vocational education 5.A.2

"All vocational courses shall be provided local financial support for maintenance in an amount not less than $250 per teacher plus $2.50 per student based upon average enrollment ..."

Our school system anticipates expending $ _____ in local funds for vocational education during the 1982-83 school year.

SIGNED: _____ DATE: _____
Superintendent

_____
School System

Person directly responsible for preparing the Annual Program Application:

_____ _____
Name and Title Telephone

2.0 LOCAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

DIRECTIONS FOR COMPLETING SECTION 2.0

Enter information for all council members in Section 2.1. Attach additional sheets as necessary. Representation is required for business, industry, labor, education, and government. It is also required that women and minorities be appropriately represented. Student representation is encouraged. Have the advisory council chairperson sign the certification statement in Section 2.3.

2.1 Council Membership

Name	Business Mailing Address	Check one category per person						Check all applicable categories		
		Business	Industry	Labor	Education	Government	Student	Other	Male	Female	Minority
(Chairperson)											

2.2 Council Actions

(A.) List specific recommendations made by the council during the current year and describe the actions taken by the school administration in response to the recommendations.

(B.) Describe other actions or services of the council.

A. Recommendations	Actions taken in response

B. Other activities of the council

2.3 Certification by Council Chairperson

I hereby certify that this 1982-83 program application was developed in consultation with the local advisory council. The council met and approved this application on _____ (date).

Signature of Local Vocational Education Advisory Council Chairperson

Business Telephone Number

3.0 VOCATIONAL PROGRAM SUMMARY

DIRECTIONS FOR COMPLETING SECTION 3.0

The following ratios have been established as the minimum justifiable levels for determining administrative or counseling needs in vocational programs:

(1) Ratio of vocational administrators (directors and AVC administrators) to vocational teachers (must have 10 teachers to justify a full-time administrator) 1:10

(2) Ratio of vocational counselors to total vocational student enrollment (must have 300 vocational students to justify full-time counselor) 1:300

Records show that your system has been allocated _____ units from state vocational funds. In the spaces below show how these units are currently being used and how you anticipate using them next year.

		1981-82	Projected for 1982-83
3.1	Number of persons (full-time equivalents) paid with vocational funds who have administrative responsibility for vocational programs (exclude counselors)	_____	_____
3.2	Number of teachers paid with vocational funds who teach Consumer and Homemaking classes (non-occupational only)	_____	_____
3.3	Number of teachers who teach Industrial Arts	_____	_____
3.4	Number of teachers paid with vocational funds who teach occupational preparatory programs	_____	_____
3.5	Number of cooperative education teachers-coordinators paid with vocational funds	_____	_____
3.6	Number of vocationally reimbursed counselors (full-time equivalents)	_____	_____
3.7	Other personnel included in vocational allocation. Specify: _____ _____ _____	_____	_____

	1981-82	Projected for 1982-83
3.8 Other personnel employed in vocational education not paid from state or federal vocational funds	_____	_____
3.9 Vocational student enrollment (total)	_____	_____

3.10 To assist the State Department of Education in reporting and in providing the most appropriate technical assistance, please provide the following requested information on each cooperative education program currently in your system which you consider to be community coop.

Number	School Where Located
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Additional community coop programs that you anticipate operating next year. (Also list in Section 5.2-2.)

Number	School
_____	_____
_____	_____
_____	_____

4.0 MARGINAL PROGRAMS

DIRECTIONS FOR COMPLETING SECTION 4.1

Data in this section are obtained from teacher schedule information provided by the LEA to the service area specialist, State Department of Education.

Identification of programs with marginal enrollment is based on the following standards:

a. Vocational programs taught as single period classes, such as consumer and homemaking, regular agribusiness and industrial arts programs, shall have 75 - 125 students per teacher. (Average of 15 - 25 per class.)

b. Vocational programs taught in two period blocks, such as business and office education programs, shall have 45 to 75 students per teacher. (Average of 15 -25 per class.)

c. Vocational programs taught in three period blocks, such as day trades programs, shall have 24 - 40 students per teacher. (Average of 12 - 20 per class.)

d. Cooperative education programs shall have 30 - 50 employed students per teacher. (May exceed 50 if coordinator is not responsible for teaching related study.) If a combination of preparatory/basic program with coop, number should be 36 to 60 with at least 20 employed.

Programs with marginal enrollment are identified in the following section. Each program must be justified separately. Attach additional pages as needed. Label each page "Justification for Programs with Marginal Enrollment." Use one of the following procedures to justify each program:

a. Justify the continuation of the program with a low enrollment; or

b. Indicate steps to be taken to raise enrollment above the standard; or

c. Indicate that the program will be terminated, and include such action in Section 5.1 of this application.

- - - -

System

4.1 Identification of Programs with Marginal Enrollment

School	Teacher	Service Area	1981-82 Enrollment

4.2 Identification of Programs with Marginal Rates of Successful Termination

Service Area	School	Teacher	Available for Placement or Pursuing Ed. Goals	Cont. Ed.	No. Placed in Field or Related	Successful Termination Rate Columns d/b c

5.0 PROGRAM CHANGES

If a program is to be converted (changed from one program to another) provide information concerning the termination of the current program and provide information concerning the initiation of the new program.

Also provide appropriate information for the additions or deletions of any other programs or services.

5.1 Program Terminations

List in the table below any vocational programs being considered for deletion from the vocational offerings in 1982-83. Items "a" and "b" must be completed for each requested termination. If no program terminations are being considered, write NONE in table.

Program Name	6-digit USOE code	School	1981-82 Enrollments by Grade					
			7	8	9	10	11	12

a. Justification for termination of each program:

b. Involvement of the local advisory council in plans to terminate each program:

USE SEPARATE PAGE FOR EACH PROGRAM

5.2-1 Justification for Initiating or Expanding Occupational Preparation Programs

a.

Program Name	6-Digit USOE Code		Projected Enrollment by Grade and by Sex					
			7	8	9	10	11	12
		Male						
School where program will be		Female						

b. Give a brief description of program content, length, and objectives.

c. How has the local advisory council been involved in plans to initiate or expand this program?

d. Have qualified advisory council members or a committee from the occupational area reviewed demand data and validated the need for this program?

e. Cite data that indicate employment opportunities for program completors. Complete the following or attach data from community survey. (Record data for the SOICC planning area as defined in the publication Occupational Information for Vocational/Technical Education, prepared by the State Occupational Information Coordinating Committee. August 1981)

Page No.	Average Annual Job Openings	Estimated Employment	Current Total Available

f. What is the estimated number of program completors annually after program is in full operation?

USE SEPARATE PAGE FOR EACH PROGRAM

S.2-2 Justification for Initiating or Expanding Cooperative Vocational Education Programs.

a.

Program Name

_____

School where program will be _____

Projected Enrollment by Grade and by Sex

	7	8	9	10	11	12
Male						
Female						

b. Give a brief description of program content, length, and objectives.

c. How has the local advisory council been involved in plans to initiate or expand this program?

d. Project annual enrollment as determined by the occupational objective of the students.

Agribusiness	☐	Home Economics Related	☐
BOE	☐	M&DE	☐
Health Occupations	☐	T&I	☐
		TOTAL	☐

e. Check the program area in which the teacher-coordinator will be certified.

Agribusiness	☐	Home Economics	☐
BOE	☐	M&DE	☐
Health Occupations	☐	T&I	☐

USE SEPARATE PAGE FOR EACH PROGRAM

f. Give results of Business/Industry Survey which has been conducted within the past two (2) years in the geographical area to be served by the proposed program. Indicate how survey was done.

g. What is the estimated number of program completors annually after program is in full operation? _____

h. Complete the following for Community Cooperative Education Programs only.

1. Explain why the community cannot support full-time programs in specialized instructional areas.

2. Give the number and types of Cooperative Vocational Education Programs currently operating in the school(s) where the community coop program is being proposed.

What are the current enrollments in the above programs? Indicate by occupational objectives of the students.

Agribusiness	☐	Home Economics	☐
BOE	☐	M&DE	☐
Health Occupations	☐	T&I	☐

USE SEPARATE PAGE FOR EACH PROGRAM

5.2-3 Justification for Initiating or Expanding Consumer and Homemaking Programs

a.

Program Name	6-Digit USOE Code		Projected Enrollment by Grade and by Sex					
			7	8	9	10	11	12
		Male						
School where program will be		Female						

b. Give brief description of program content, length, and objectives.

c. How has the local advisory council been involved in plans to initiate or expand this program?

. . . . . .

5.2-4 Justification for Initiating or Expanding Industrial Arts or other prevocational programs.

a.

Program Name	6-Digit USOE Code		Projected Enrollment by Grade and by Sex					
			7	8	9	10	11	12
		Male						
School where program will be		Female						

b. Federal regulations define industrial arts programs as "those education programs:

(a) Which pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes; and

(b) Which assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs."

Will the proposed program comply with this definition? ___Yes ___No

If "no" describe the curriculum, program length, program purpose, and specify the area of endorsement in which the teacher will be certified.

c. How has the local advisory council been involved in plans to initiate or expand this program?

- -

5.2-5 Justification for Initiating or Expanding Ancillary or Support Positions (Administrators, counselors, support teachers)

a. Indicate job title of proposed position.

b. Why is this position needed?

c. How has the local advisory council been involved in determining this need?

d. What areas of responsibility will be assigned to this position?

6.1 Program Improvement Objectives

List several specific activities or changes to be undertaken or accomplished as improvements in the total vocational program during the 1982-83 school year.

6.3 Plans to Assure Sex Equity

6.2-1 Administrator and/or committee for sex equity in vocational education

_____	_____
_____	_____
_____	_____

6.2-2 Sex equity objectives accomplished in 1981-82.

6.2-3 Sex equity objectives for 1982-83.

7.0 COORDINATED PLANNING WITH CETA AND POSTSECONDARY INSTITUTIONS

DIRECTIONS FOR COMPLETING SECTION 7.0

In Section 7.1 indicate steps taken to assure coordination with CETA training programs operated by prime sponsors in the area served by the school system. Such coordination should be done to prevent duplication of services.

In Section 7.2 obtain appropriate signature(s) from the committee for articulation of secondary and postsecondary programs at the local level.

7.1 Coordination with CETA (check each activity performed)

- ☐ School system representative serves on CETA council
- ☐ CETA representative serves on local advisory council for vocational education
- ☐ School system representative attends vocational planning meetings
- ☐ CETA representative attends vocational planning meetings
- ☐ School system representative meets with CETA representative periodically
- ☐ School system and CETA representatives exchange program lists
- ☐ Other steps taken (describe)

7.2 Certification of Coordination with Postsecondary Institutions

This is to certify that the LEA submitting this application is a member of and actively participates in the meetings and activities of the Local Articulation Committee for the community in which the LEA is located. The Articulation Committee must be composed of representatives of Postsecondary Institution(s) and LEA(s) in the area.

_____
Signature of LEA Representative on the
Local Articulation Committee

Do you believe that the Articulation Committee in your area is presently effective? ____yes ___no

If "no" state how it could be improved.

Chairman PERKINS. Let me compliment all of you fine witnesses this morning.

I will start with you, Dr. Simms, and ask the entire panel, briefly, to give us your views on where the jobs in the future will be.

Dr. SIMMS. I think I alluded to that just a little bit. It is scaring everyone. Vocational education is catching on. I am afraid that we have got to start training some people in the higher technology. With the advent of—like the robotics, et cetera.

I feel that our State, in a way, sort of sold itself out and we are so involved with just the manufacturing types of industries and that is why we are now about second or third highest in unemployment rate.

We hit 13.9 in June, but from the types of data we are looking at now, human services are still up there. We are still going to need secretaries, health workers, et cetera, but that is something that I know my State director of vocational education has asked us to put together for planning purposes and a master plan that is going to outline just that question, and that is what we are in the process of doing now.

Determining what type programs we are under supplying in. Some of the traditional ones are still there, but we still need to do a little crystal balling in terms of high technology.

I can give you the official figures down the lines, which ones, where we have the high jobs, but you have a point, we have to look 20 or 30 years down the line, because those robots, we hate to think of it, but those things work 24 hours a day, 7 days a week, and they are cost effective.

Mr. FLANDERS. I think Dr. Simms has spoken very well. I would merely add this: That there needs to be a lot of care taken in terms of looking at the number of job openings over, say, the next decade as projected by the Bureau of Labor Statistics.

You will find 51 percent of the job openings will still be in the traditional jobs, as the doctor alluded to, including such jobs as parking lot attendants and secretaries and stenographers and that type of thing.

The number of highly specialized technical jobs that are going to be created and are in the process of perhaps not even being thought of at the moment, will start off being very slow and they will tend to be located in certain geographic regions of the country, wherever the demand for that occupation is and I think there has to be a great deal of care taken in the planning process for training to make sure that that training for these new jobs is located as close as possible to the user sites and is not set up willy-nilly in every State for a situation where the demand may not be there.

It is going to be a special problem identifying, quantifying, and developing the training requirements for these new high-technology jobs in the future, and I think special attention has to be given to that.

Chairman PERKINS. Mr. Bilodeau?

Mr. BILODEAU. I would agree with Dr. Simms and Mr. Flanders. Specifically, in Maine, because of the increase in defense expenditures, we are finding a shortage for metalworking and machining-type occupations, but in addition to that, the projection for areas we have to address in the future.

High technology, I guess, is an area where we are placing a great deal of priority, vocational education; and to that extent, I guess I would agree with Mr. Flanders and Dr. Simms.

I do think there is a tendency, as Mr. Flanders pointed out, to overlook sometimes the traditional occupations. We are still going to have a lot of demand generated in those occupational fields.

Chairman PERKINS. Mr. Flanders, you said these committees have been cut from spending about $8 million a year to about $5.6 million a year. What effect has this cutback had?

Mr. FLANDERS. Perhaps the two individuals from the States can better answer this than I can. What general statement I can make is that the implementation of the systems in the States have been slowed. That has been the primary effect.

Dr. SIMMS. We have been cut 35 percent. We are down to the level really where we can only afford myself and one other staff person. All of these documents are produced by computers and with a part-time programmer.

If I did not have the CETA grant for career information so I could shift that function over to that, I would definitely be slowed down in the amount of planning data that we put out. That is my only comment.

I think we need more money than to just pay two salaries and offer space. Not much more, but a little bit more.

Mr. BILODEAU. This fiscal year I had $75,000 to operate the office. It simply isn't enough. Thank God I was able to get funding from other sources to help compensate for that. If we were to sustain a further cutback or maintain a $75,000—it isn't enough to keep up basic office activities.

In terms of training, in terms of publications which assist us which vocational education and the other agencies are mandated to service, we have had to cut back rather significantly over the past year.

Just to operate our program, we would need in Maine, just to operate the office, at least $100,000, and we are down to about $75,000 right now, but that is exactly what we would need if we are going to think about increases in salaries, increases in costs of office supplies. Just have the basic things. That is what I would need to operate, $100,000, and I am not getting $75,000.

It simply isn't enough.

Chairman PERKINS. Let me ask all the panel a question: To what degree has the NOICC and SOICC network enhanced coordination with CETA? Could you give us some specific examples of what has been accomplished and what some of the problems are in coordinating the two systems?

We will start with you, Dr. Simms.

Dr. SIMMS. I feel there has been no question in my State, in coordination, and increased coordination. There is a lot more to it than just sharing data, but at least we have been sharing information. We do have a single document, the one that I presented here, that is used by both CETA and vocational education, and I know I have gone to a lot of—like the Private Industry Council—meetings, and the Private Industry Councils have asked us specifically for information on training locations, et cetera, that I think has saved both CETA and helped some of the vocational dollars as well.

Before you had it so everybody sat on each other's blankets. Someone from CETA would stroll over to the Education Department, sit there, listen for an hour, and sign it. The same thing would happen, someone from Education would go over.

I just really think this interacting and having this common committee to sit around and work together, I think it has been much more than just signing off on each other's plans.

Mr. FLANDERS. I didn't hear quite all of the question, sir. You want me to address the problems or the accomplishments?

Chairman PERKINS. The accomplishments.

Mr. FLANDERS. I think that ultimately one of the major accomplishments of the NOICC/SOICC network was the statutory agencies getting together and working out an interagency agreement on how NOICC should operate. As you may recall, the language was relatively silent on this issue. It was a new phenomenon in Federal Government and it was very difficult to work out the arrangements for the operation of NOICC and SOICC, setting it up as a unit, but this was accomplished, due to a tremendous amount of hard work on the part of representatives of all the statutory agencies.

I don't want to downplay that at all. I want to emphasize that.

Second, we have worked very closely with our statutory members and their staffs, as well as other units that are not now members of the NOICC/SOICC network officially, such as the Veterans' Administration, the Census Bureau, among others, including the Department of Defense, to achieve mutually desired goals, including such things as identifying what an occupational information system is, the concept of it, the data that it should include, descriptions of the data, their sources, et cetera.

I think this is terribly important. This is a first. It was never documented before. It now is, so that all can reference it.

I think another major accomplishment of the committee was that, as Dr. Simms has stated, we have a page in the Federal Register that sets forth NOICC policies. There are no other formal regulations called for in the conduct of NOICC operations.

I think this has contributed to our success.

There have been probably more meetings involving education personnel with labor personnel at the Federal level in this operation, with accomplishments, than perhaps ever before has taken place.

To give a concrete example, in developing our publication entitled, "Vocational Preparation in Occupations," which is a cross-classification between the new Department of Education's classification system for programs, and occupational classification, we brought together vocational education program personnel from around the country with national representation, along with Labor personnel, including representatives from the field offices of the Occupational Analysis Centers in the Department of Labor.

We set them down in a room for a week to work out this classification. The comment I can make about that is that almost every one of those people told me that it was the first time that any kind of a comprehension of problems among labor people in occupational classification—and the labor people stated likewise—that they

got a comprehension, a feeling and understanding of the problems of the education people, in working with this data.

We have brought, I hope, the beginning of an understanding of labor market information and how to use it for the vocational education community and other user groups, not only with national presentations but workshops as well, not only here, but in the States.

As I said in my formal testimony, I think this has to be maintained in order to increase this understanding among all peoples.

Chairman PERKINS. Thank you very much.

Mr. BILODEAU. Probably the major accomplishment has been forging of a working relationship, a relationship that over the past 2 or 3 years has manifested itself in the systems I have just described in my testimony.

Agencies are putting their shoulders to the wheel and coming up with something they can all use, a product they all had a hand in designing, a product they all are now using effectively in coordinating vocational programs and employment training programs.

Along with the system, the training that I have mentioned is now resulting in greater emphasis on the use of labor market information in the planning process. The training has also resulted in greater sophistication by vocational education administrators in how to use labor market information in program planning.

That, we feel, is very heartening in Maine. The program offerings, as a result of the use of an occupational information system, the program offerings are more attuned to labor market trends.

We also find, in addition to that, that students and individuals involved in career decisionmaking process now have access to the most reliable, most comprehensive, most timely information available.

Finally, we find that the vast majority of counselors are far more proficient in career counseling and in the use of labor market information career counseling than was the case prior to our training effort several years ago.

These are some of the major impacts and benefits that Maine has derived from the NOICC/SOICC network and the committee in Maine.

Chairman PERKINS. Let me ask one final question now of all of you, and we will start with you, Dr. Simms. I made a note to ask you this: What are the major problems in the present NOICC/SOICC arrangements?

Dr. SIMMS. I can speak from the State level because I have thought about this during this past week. Really and truly the only problem we have had has been the fear, with the four agencies, that one of them is dominating, and that is about the only real major problem that we have had. Because when we started off, as I said when I started off, I was still sitting in the vocational education department.

Then, later on, CETA was funded, in fact, putting a lot more money into the system than what I was getting from NOICC and then there was a slight fear of a possibility that CETA was in the driver's seat but now that is just going to happen because State agencies are not accustomed to anybody who has to work across the board, and I am not really sure because I am not in it, but I

have gotten the feeling from some things that happened during the year that some of the States were aware of, that a similar thing has happened with NOICC in that certain decisions are made in one department that have impacted on the NOICC staff that had nothing to do with that department or should not have had.

Now, that is my opinion.

Chairman PERKINS. Thank you very much, Dr. Simms.

Go ahead, Mr. Flanders.

Mr. FLANDERS. The major problems in my opinion are technical. I think that in our system, which calls for no new data-gathering programs whatsoever—the whole system is built upon existing data collection programs, federally, in the States.

The greatest fear we have is that these basic programs will be cut back, eliminated or modified in such a way that it impacts the total Federal-State occupational information system and its capabilities.

The second one, I believe, is the problem of administrative control. I mentioned before that we had an interagency agreement and now NOICC should operate, but it is not clear where the responsibility lies for administrative decisions, such as personnel and budget, vis-a-vis the committee members, and the administrative agents, and I think that needs to be clarified.

Chairman PERKINS. Go ahead, Mr. Bilodeau.

Mr. BILODEAU. Our major concern is the continuation of support for the basic statistical programs which provide the data that go into our systems of information.

The occupational employment statistics program is one that is very, very basic to what we are doing in Maine. Any drastic cutback in that program would do irreparable harm to what we are trying to do, progress the needs of vocational education in any other agency.

I believe continuing support for the vocational education data system, to provide the program detail that we need as part of occupational supply should be continued whether the VED is in its present form, in some form, we do need information on program completers, program levers and those enrolled, in sufficient detail to allow us to make occupational supply demand comparisons.

These are our basic areas of concern.

Chairman PERKINS. Let me congratulate this panel. We would like to thank all of you. We hope to see you all in the future. I am sure all members of the committee will be anxious to read your testimony.

I thank you all.

[Whereupon, at 10:34 a.m., the subcommittee adjourned, subject to the call of the Chair.]

[Material submitted for record follows:]

STATEMENT FOR THE RECORD BY NATIONAL GOVERNORS' ASSOCIATION, OFFICE OF RESEARCH AND DEVELOPMENT

Mr. Chairman and Members of the House Subcommittee:

During this decade and into the next, the type of jobs that exist today will become increasingly obsolete. Between 10 and 15 million manufacturing and at least as many service workers will not be needed. Plant shutdowns and relocations will result not only in employee job displacement but the adverse ripple affect on the community will touch many other workers as well. A number of displaced workers will never re-enter the workforce in jobs comparable to the level of their previous jobs. The blue collar job market is shrinking with a six times above average job decline in some selected industries as compared with the decline in all of manufacturing jobs. Blue collar workers have experienced a 23 percent increase in unemployment since December 1980.

At the same time that technology is changing the workplace, demographic changes in the work force are also occuring. Growth in the work force will slow and the work force will undergo an aging process. In 1990 today' workers will constitute 90 percent of the 1990 labor force. Workers age 16 to 24 will decline over the next 10 years, with the fastest growing age group being those 35 to 54 years old. A substantial number of immigrants with either very high or very low occupational skills will enter the country, but most new workers will be women. At risk populations, those who are not sufficiently prepared for work through the standard education system, will continue to grow as a proportion of the labor force.

Emerging jobs require higher levels of basic skills such as reasoning and conceptualizing in addition to more sophisticated technical skills at all levels of the career ladder. It is estimated that two-thirds of the nations' workers now collect, process or store data. The computer industry as well as the optical equipment, radio and communications equipment and scientific and controlling instruments industries are predicted to lead all other industries in terms of output increase during the next decade according to the Bureau of Labor Statistics. Automation affects the goods-producing industries, as routine jobs that require fewer skills can be performed more competently by machines. Workers with limited skills are being replaced by newer more productive systems. By the end of this century, there will be severe labor shortages unless all human resources are adequately prepared for the work force. In the past, age was a critical factor in the ability of displaced workers to become

reemployed with older displaced workers were less frequently reemployed than their younger counterparts. In the future however skills and education will have an increasingly significant impact on chances for reemployment and more importantly initial employment. Unemployment in a technological society is in large part the consequence of a lack of education and skills rather than a shortage of job opportunities.

In planning vocational programs to meet the future needs of the changing labor market, a comprehensive multi-agency system of information is needed for in the decision-making process of retaining, canceling or changing vocational programs. The Vocational Education Act, which will be considered for reauthorization, has cooperatively provided for the development and implementation of an information system including data on occupational supply and demand to meet the common needs for the planning and management of programs assisted under the Vocational Education Act and CETA. The NOICC/SOICC network whose responsibilities it was to conduct these actvities has been in large measure successful and has made a significant contribution in the development and delivery of both occupational and career information to program and career planners. These functions need to be continued and strengthened, regardless of the administrative forum they may take and again coordinated with emerging job training legislation.

Of the numerous benefits of the network, several outcomes raise questions of crucial importance in light of recent actions to change the federal responsibilities regarding information policy and coordiantion and primary data collection activities. Congress (perhaps in an act of desperation) had the foresight in the mid 1970's to address the need for a federal role in the coordination of occupational data related activities by providing that these functions be conducted through an interagency committee mechanism. The primary thrust of the federal component of the NOICC/SOICC network to improve coordination and communication and to implement a common standardized information system built from data produced in each agency is well on its way to prove its worth. The NOICC conducted activties to review currently operational data systems to identify overlap of reporting and duplication of agency effort to define at least some of the components of the system and to assure the provision of common definitions, standard procedures, and code taxonomies used in the common data base. The base is beginning to grow.

However we must recognize that with the passage in 1980 the Federal Paperwork Reduction Act as enacted, dictates that OMB have these same coordinative functions except for all federal statistical programs. Regardless of the implementation strategies utilized by this administration to fulfill the requirements of the Federal Paperwork Reduction Act we do think it is essential to eliminate, in the reauthorization in any Vocational Education Act reauthorization any confussion regarding who sets national standards taxonomies and the like. The situation of having duplicative federal responsibilities enacted with currently different levels of commitment in carrying out the intent of the various laws raises a critical question and makes it unclear as to what are the appropriate federal responsibilities concerning data coordination activities. This is clearly a problem from the state perspective and has been stated in NGA testimony before the House Subcommittee on Legislation and National Security dated June 3, 1982. States need to know a federal coordinative function exist to assure essential federal and federal/state cooperative data are being produced in the most efficient method using modern technology to the greatest extent possible and that activities of and request by the federal agencies as users of state data are managed to avoid costly duplicative state effort in their responsibilities regarding meeting federal reporting requirements.

Much to their credit in the area of occupational information, NOICC has provided this coordinative leadership. An Occupational Information System (OIS) has been defined nationally and the minimum elements of such a system specified. This activity completed prior to federal action to retrench statistical programs served to identify the essential priority data collection efforts need for the maintenance of a comprehensive system. We are concerned however that the progress to date may be undermined because a rational basis was not applied to recent budget cuts of statistical program, many essential programs have been eliminated, reduced or restructured. these changes have had serious implications for the state's ability to manage information.

In times of fiscal constraints, NOICC, because of previous work to establish priorities of essential programs has been instrumental in efforts to provide for the primary data collection activities necessary for the interagency system they have

specified. For instance, of primary importance for vocational education and CETA planners is the ability to identify future job opportunities, as a basis for informed decision making. The basic program which supplies these data is the Occupational Employment Statistics Program. This program is a Federal/State cooperative data collection activity which provides states with standardized current and projected employment estimates by occupation. This program uses a standard occupational code classification taxonomy, standard occupational definitions and standard processing methodology. This program is in jepardy of being cut to the point of reducing the state data produced. The U.S. Department of Labor currently provides total funding to 24 states to provide this program. States, recognizing the importance of this program have through their SOICCs have provided funding for this program in at least 11 states during the current fiscal year. The other primary supporter is state Governors set aside CETA dollars in 11 states. Vocational Education funds are used in only 3 states to support this program. Reauthorization should address the strong support of the essential data programs identified by NOICC to assure the key information needed by program planners continues to be available on the state and substate levels. Other federal data programs have also been severly reduced which impacts on state capability to deliver information to individual career planners. The Dictionary of Occupational Titles' job description information gathered through DOL Occupational Analysis Field Centers has been curtailed. This is the only existing mechanism to gather data on job requirements, duties, work site descriptions and tools needed. This information is crucial in light of the rapidly changing nature of jobs and the skills required in the labor market. Regardless of the funding source anyone concerned with improvement in the Vocational education system should be critically concerned about these data programs and their futures, and should be responsible for sharing the financial responsibilitiy of the continued maintenance of these programs at the state level.

NOICC has contributed substantially to the advancement of the delivery of career information, through the provision of incentive grants matched by state dollars to implement one of the available systems. Statewide systems are currently available in 30 states. However, a financing study of Career Information Delivery Systems utilized by high schools and junior colleges again primarily (though financed primarly by CETA monies) that was conducted by us shows that the effort is labor intensive with operational costs sustained at the level of development and initial implementation costs is high and must be recognized because the annual costs

of maintaining the necessary updating of the entire system. For the system to be successful and attract sufficient state user agency support to provide long-term financial backing, it was found that a minimum of three years of federal implementation grants are necessary prior to the turning back of the system to total state financing. Hopefully the reauthorization language should recognize for this short term federal role in the cost efficient implementation of these systems. The benefits to the Vocational Education Systems occured through this effort would be a public better informed about future job opportunities and the emerging skills required. Program planners who must weight into their decisions the student demand for classes in terms of the enrollment trend patterns would have a more accurate indicator of student career plan intentions.

After the primary data collection activities have been provided for, these data must be integrated into a comprehensive multi-agency information system. This effort to produce and use consistent, standardized information must be coordinated among a number of agencies. NOICC has been significant progress in this respect in coordinating the Departments of Labor and Education concerning occupational information. If however, during reauthorization the structure is maintanied at the federal level we beleive the new additions to the committee promugated in the reauthorization of CETA are appropriate. The relationship with several other relevant agencies should be formalized to include the Secretaries of Commerce, Defense and Agriculture. Each of these agencies produce and/or use occuaptional information. The Department of Commerce data production activities and products are closely linked with the other occupational data sources. As a major producer of related information this agency should be included. The Department of Defense is both a producer and user of information concerning occupational supply and demand. At the federal level, the Defense Department needs the capability to identify trained and qualified manpower skills to assist in times of national emergencies. In non-emergency times the military is a major employer which is an increasingly viable option for trained vocational program completers. The military in a role as a private sector employer uses occupational information in filling its ranks with skilled labor. The military also, though, offers limited in-service training which contributes to the skilled civilian labor forced. The military then is also a producer of information on supply of workers. This necessitates close work and coordination with the military as both a producer and user of information. The Department of Agriculture also is a producer and user of occupational information. Occupatioanl data is produced on

agricultural employment which is a vital piece of information in the estimation of total employment figures for determination of the activity of the labor force. Also the Economic Census of Agriculture is a crucial piece of a comprehensive information system. The Agriculture Extensive Service Centers provide valuable information to primarily rural communities. This information includes occupational estimates of health professionals in rural areas among other information. Again, as a user and producer of occupational information, the Agriculture Department would be a critical member of a coordination effort. The benefits to the Vocational Education of the expansion of the Committee is that more comprehensive information would be available to improve program planning capabilities and expanded job opportunities. Information would be available to students seeking to apply acquired skills to the job market to facilitate job placement activities. Attention must also be given to the relationship between the committee and OMB and the implications of formalizing this link particularly as a result of their responsibilities under the Federal Paperwork Reduction Act.

The network has been instrumental in coordinating the examination of data standardization issues. A key to the success of an inter-agency information system is in the ability of the data producers to accommodate the needs of users and prepare data that are consistent in terms of time, period coverage, geographic area coverage, occupational code, and definitions with data from other agencies. The work to date to communicate between agencies about minimum standards for an inter-agency information system has been to increase awareness of the data problems and to work with agencies to assure the issues are considered in preparing data products. Now that the issues are more widely understood, a logical next step is to implement such minimum federal standards for the interagency information system. This would assure that data products from the states would at the minimum be consistent to improve inter-state information exchange and the development of a national information system. For instance, the definition of the occupational supply component would be minimally consistent between the Department of Labor and Education and also between the states. This activity should be provided for in the reauthorization language.

States have a critical need to manage information more efficiently to meet their own shifting administrative responsibilities. The administrative structure which

provides the vehicle to accomplish the functions is of little concern. Of importance are the functions which give the state the capability to be proactive regarding the shifting federal statistical responsibilities, the state's own shifting responsibilities and the rapidly advancing area of information production and delivery technology. The functions of state information management and coordination are essential in the state internal activities of data production and use, and in the provision of an inter-state linkage with the federal government.

At the state level many benefits have been accrued because of the functions carried out by the SOICC. In many states the committee has served to focus state occupational information needs and the discussion of data production and use activities. Because of these activities states have made substantial progress in identifying the overlap or double counts in data reporting and duplication of data collection efforts, which are cost in efficient, time-consuming and a reporting burden on the public. For instance, a vocational education program completer who is economically disadvantaged (a client of CETA), physically handicapped and also a vetern could potentially provide similar information to four different data reporting systems. This information from the same student would be published in four different publications, with no identification of the overlap or double counting of data. Again, the next logical step, now that these problems have been identified and studied is to allow the states to consolidate federal administrative information reporting requirements based onthe approval of the head of each appropriate federal agency. A provision of this nature if incorporated into the reauthorization language would provide for the cost efficient collection and production of data, that could be used to meet a variety of needs. If the Vocational Education system tracks a student to determine emplyment status after program completion, then the CETA, Veterans Administration and the Vocational Rehabilitation Agencies should have access to that information.

The functions carried out by the SOICC have served to promote the cost effective use of information by a variety of multi-agency personnel. It is of utmost importance that programs planners from Vocational Education and CETA particularly use one comprehensive base of information in determining future programs.

Of equal importance to the efforts of the entire network are the individual state efforts to develop exemplary information systems using recent innovations in

technology where possible. The network provides an inter-state linkage for technology transfers. This has proven to be a cost efficient method of achieving pervasive implementation of the work of several leading states as the best state practices. This strategy has been applied to the implementation of occupational information systems and career information delivery systems. A state which is less advanced developmentally benefits from the intital work of other states and can thus avoid recreating the wheel. Progress can be much more timely if states continue to build on existing expertise and currently operational systems.

A final benefit of such a network is the link that is established between the states and the federal level. There is a focal point at each level to concentrate the concerns of the many agencies involved. This is a benefit to both levels in that cross agency issues can be viewed from a generic perspecitve rather than that of a more singular agency perspective. During this time of shifting responsibilities at both the federal and state levels this communication linkage is extremely important.

In summary, the functions carried out by the NOICC/SOICC mechanism have served to advance the coordination and management of occupational information at the federal and state levels and between these two levels of government. Through reauthorization language, these functions must be maintained and strengthened regardless of the administrative structure that becomes the vehicle for these activities. This will serve to build upon the progress already accomplished through the existing network and address the shifting roles of federal and state governments as related to information production and delivery. This can be accomplished by closely linking the Vocational Education reauthorization language with jobs training bill language. The points mentioned above are strongly supported by the National Governors' Association as a means to strengthen the information management and coordination functions needed by the states.

GEORGE S. KARIOTIS
SECRETARY
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MARIO A. ALFANO
ASSISTANT SECRETARY
OF ECONOMIC AFFAIRS
FOR MANPOWER DEVELOPMENT

September 7, 1982

The Honorable Carl D. Perkins, Chairman
House Committee on Education and Labor
Subcommittee on Elementary, Secondary,
and Vocational Education
U.S. House of Representatives
Room B-346C Rayburn Office Building
Washington, D.C. 20515

Dear Representative Perkins:

Recent Congressional proposals for the reauthorization of the Vocational Education Act of 1963 have recommended a movement towards a block grant approach for education programs, along with reductions in the amount of federal support for such activities. The danger in this approach, however, lies in the tendency for a block grant and reduced funding to obscure the unique focus of each program.

One of the most important focuses of the Vocational Education System, and a major concern of the Massachusetts State Employment and Training Council, has been the goal of providing equal access to education and employment opportunities for women, non-whites, and linguistic minorities. We urge a continued emphasis on the attainment of this goal in the reauthorizing legislation for Vocational Education. This critically important social and economic policy must not be abandoned.

Sincerely,

Mary P. Rowe

Mary P. Rowe
Chairperson
Massachusetts State Employment
and Training Council

MPR/yvt